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ABSTRACT

Intended as a companion to Lecture Preparation Guide, this booklet contains information for evaluating lectures, including guidelines and evaluation checklists. In part one, the student learns how to rate presentations on an evaluation checklist, how to record the ratings on the checklist, how to check the ratings by comparing them to the ratings agreed upon by a panel of experienced speakers, and what constitutes acceptable performance for each item on the checklist. Students then apply the acquired evaluation skills in part two by viewing a series of filmed speeches and comparing their ratings of the speeches with those arrived at by a panel. Since the main ingredient in improving presentation techniques is practice, part three suggests procedures to follow for obtaining experience and feedback. Part four suggests specific exercises to remedy and improve lecture presentation methods. An answer booklet for Effective Presentation Techniques is included so that students can evaluate their performances and the performance of others. (RB)

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EFFECTIVE PRESENTATION TECHNIQUES

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE / *Public Health Service*

OS 501 169

SPECIFICATIONS

Training Objectives

After taking this *Lesson* and having prepared a presentation outline, the student will be able to make a presentation for which he receives an acceptable* rating on an Evaluation Checklist for each applicable item included in the following aspects of presentation techniques:

1. APPEARANCE
2. CONTACT WITH AUDIENCE
3. VOICE
4. BODY ACTIVITY
5. AIDS
6. CONTENT
7. ROOM MANAGEMENT

*Acceptable performance is demonstrated by the use of techniques that are either an asset to, or at least do not detract from, the presentation.

Trainee Population

Professional Public Health personnel who are occasionally required to make a presentation about their professional activities and anyone else interested in making a presentation who is competent in data collection, English grammar, and outline procedures.

Individualization Provided

The student may proceed at his own best rate (there is no time limit). Depending on his performance, the student may skip certain portions of the *Lesson*.

Approximate Study Time (no time limit implied)

Parts I and II: 2-4 hours (exclusive of breaks)

Parts III and IV: 1/4-3 hours

Restrictions and Limitations

1. The student must perform as instructed in the *Lesson*.
2. The *Lecture Preparation Guide* is recommended for use in preparing the presentation outline for this *Lesson*. A student must have a presentation outline which has an introduction, main and supporting points that follow an organized pattern of development, and a summary.
3. A 16 mm projector must be available for the student's use, and the student must be competent in its operation or have a qualified operator available.
4. For PART III: GIVE PRESENTATIONS, the student must have:
 - an audience of at least five people
 - a "buddy," preferably someone who has taken PARTS I and II of this *Lesson*, but if there is no one available who has taken them, the student should have *someone* rate his presentations.

OR

the student should have the use of a videotape recorder. The student must be competent in its use or have a competent operator available.

For certain sections of PART IV: CORRECTIVE EXERCISES, a "buddy" and an audience of at least five people are necessary also.

5. This *Lesson* does not teach how to present (read) a manuscript speech (e.g., a technical report).
6. This *Lesson* does not teach classroom teaching techniques.

EFFECTIVE PRESENTATION TECHNIQUES

A Self-Instructional Lesson

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
Health Services and Mental Health Administration
Center for Disease Control
Atlanta, Georgia 30333

PRODUCED BY CDC TRAINING PROGRAM

Methods Development Branch

and

Health Agencies Branch

Instructive Communications Activity

Richard E. Lincoln, *Chief*
Phyliss W. Richardson, *Analyst-Writer*
Ann W. Parkman, *Analyst-Writer*
Julia M. Fuller, *Editor*

Curriculum Authority

David N. Crissman, *Chief*
and Staff, Instructional Techniques Activity

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PREFACE

Today, as never before, many of us are called upon to talk to others about our fields of work. How successfully we communicate our ideas often determines how well we do in our work.

A speaker's task today is complicated by the impact of radio and television; people are better informed than they have ever been. To interest today's sophisticated audiences, a speaker must be skilled in the two basic areas of public speaking, preparation and presentation.

An effective presentation is based on careful preparation that includes (a) a concern for the interests of the audience as well as those of the speaker, (b) a planned objective for the presentation, and (c) an organized presentation outline—one that has an introduction, main and supporting points that follow an organized pattern of development, and a summary.

Before beginning this *Lesson*, you should have a presentation outline prepared that satisfies the above criteria (using the *Lecture Preparation Guide*, if possible). But preparation is only part of the job. A speaker must be able to get his ideas across to the audience. By following the procedures in this *Lesson* and through frequent practice, you will be able to develop the ability to communicate your ideas effectively.

HOW TO USE THIS LESSON

This is a multi-media lesson. You will use this booklet, a 16 mm projector, and a film of presentations. If you are not skilled in the operation of the projector, you must arrange for someone who is competent to operate it. Although its use is not essential, you may use a videotape recorder and/or an audiotape recorder if such equipment is available.

In PART III, you will need an audience of at least five people AND a "buddy" (someone who has taken PARTS I and II of this *Lesson*, if possible) to rate you OR a videotape recorder so that you can rate yourself. Certain of the corrective exercises in PART IV also require that you have a "buddy" and an audience for practice sessions.

As you proceed through the *Lesson*, you will be asked to answer questions about what you are studying. You should WRITE your answers in this booklet and CHECK and CORRECT your answers each time you are told to do so in the *Lesson*. You will be able to answer many of the questions correctly. However, when you are wrong, you should try to see why you were wrong; then change your written answer and go on. While you are taking the *Lesson*, do not look at an answer until you have written your own.

As you take the *Lesson*, you may repeat any part as many times as you wish, or you may go back to review a part previously covered. Take all the time you need—this *Lesson* was written so that you can set your own pace.

IF YOU HAVE NOT ALREADY REMOVED THE ANSWER BOOKLET FROM THE INSIDE FRONT COVER, DO SO NOW.

INTRODUCTION

Whenever a speaker makes a presentation to an audience, the manner in which he presents his ideas influences the outcome of that presentation. Each speaker has an individual style; no two are exactly alike, nor should they be. What helps to make one speaker better than another is that the effective speaker has learned to capitalize on his particular strong points and to minimize his weaker ones.

Each speaker, no matter how inexperienced he may be, does certain things better than others. This *Lesson* on presentation techniques is designed to help you develop your natural skills while correcting the more obvious errors in your presentations.

To accomplish this, the *Lesson* is divided into four parts:

- PART I: You will learn **HOW TO RATE** presentations using an Evaluation Checklist.
- PART II: You will **VIEW** and **RATE** filmed presentations to develop your critiquing skills.
- PART III: You will **GIVE** presentations, which will be rated by a "buddy," or by yourself, using a videotape recorder, to improve your techniques.
- PART IV: You will complete **CORRECTIVE EXERCISES** for any item on the Checklist for which your presentation was rated "-1."

PART I: HOW TO RATE PRESENTATIONS

Scoring Techniques

Before beginning this *Lesson*, you should have prepared an organized speech outline using the procedures in the *Lecture Preparation Guide*. After you have learned to distinguish between good and bad presentation techniques, you will be ready to give your own presentation. By learning to identify correct techniques, you will avoid many of the errors evident in the novice speaker's usual performance.

In this part of the *Lesson*, you will be learning HOW TO RATE presentations on an Evaluation Checklist. To rate a presentation, you will need to know:

- how to record your ratings on the Checklist.
- how to check your ratings by comparing them to the ratings on a Master Critique.*
- what constitutes acceptable performance for each item on the Checklist.

*The Master Critique for a presentation contains the ratings agreed upon by a panel of experienced public speakers.

How to Record Ratings

When critiquing presentations, you will use an Evaluation Checklist like the one shown on the opposite page _____→

The Evaluation Checklist is divided into seven major aspects of presentation. Under each aspect heading are listed the **items** you will be rating as you view a presentation.

Each of the items listed in the first column of the Checklist can be evaluated "+1" or "-1"; most items can also be rated "0." An asterisk (*) indicates that a "0" score is not possible.

Use the Checklist on the opposite page to help you answer the following questions:

1. What is the first aspect listed on the Checklist? _____

2. What are the three items listed under the aspect "CONTENT"?

3. What are the ratings a speaker might be given for the item "Clothing

Suitable"? _____

4. What are the ratings a speaker might be given for the item "Time"? _____

5. Is a "0" rating possible for "Established Eye Contact"? (Check one.)

_____ YES

_____ NO

REMEMBER TO LOOK AT THE ANSWER BOOKLET
CHECK AND CORRECT YOUR ANSWERS

Finish _____
 Start _____
 Speaking Time _____

EVALUATION CHECKLIST

Item	Rating	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 * +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 -1		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		
—Volume Audible	-1 0 +1		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		
BODY ACTIVITY			
—Effective Gestures	-1 0 +1		
—No Distracting Mannerisms	-1 0 +1		
—Posture	-1 0 +1		
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 * +1		
—Out of Sight When Not in Use	-1 * +1		
—Audible/Visible	-1 0 +1		
—Time to Absorb	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 +1		
—Time	-1 * +1		
—Knowledge of Presentation	-1 0 +1		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 +1		
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL _____
 3

Ratings

To rate the quality of a presentation, you will need to decide if the speaker's performance of an item is an asset to the presentation. Although personal bias might influence some ratings you give to a speaker, the following general rules should apply:

1. An **ASSET** (circle +1)—any presentation technique that helps keep the audience's attention and interest focused on what the speaker is saying.
2. A **DETRACTION** (circle -1)—any presentation technique that calls attention to itself and/or takes the audience's attention and interest from what the speaker is saying.
3. A **ZERO** (circle 0)—any presentation technique that, while it is not an asset, does not seriously detract from the presentation.

In some cases a speaker's performance on an item might be very good except in one or two instances. The fact that his technique on that item was generally good might counterbalance the occasional detractions so that you would rate him **ZERO**.

4. **DRAW A LINE** through the ratings if an item does not apply to a presentation (questions may not have been asked or feedback may not have been evident).

The third Checklist column is headed "Deviation Points"; you will be told how to use this column later.

The last column on the Checklist is headed "Remarks." When critiquing a speaker, you will use this column to record any particular comments you have regarding the speaker's performance to help you decide how to rate him or to justify your rating.

Now read the following descriptions and record your ratings and remarks for the *first six items* on the Evaluation Checklist on the opposite page →

The first one has been done for you.

- Item 1. The speaker wore a sport coat, not the best choice of attire, but acceptable.
- Item 2. The speaker wore a name tag which reflected the light.
- Item 3. The speaker walked briskly to the lectern and immediately had the audience listening to him.
- Item 4. The speaker looked directly at the members of his audience during the first part of his talk.
- Item 5. After the first few minutes, the speaker began looking at the floor or over the heads of the audience instead of directly at them.
- Item 6. Feedback from the audience was not evident during the presentation.

Check and Correct Your Answers

Finish _____
 Start _____
 Speaking Time _____

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 ① +1		<i>jacket not best choice</i>
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 * +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		
—Volume Audible	-1 0 +1		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		
BODY ACTIVITY			
—Effective Gestures	-1 0 +1		
—No Distracting Mannerisms	-1 0 +1		
—Posture	-1 0 +1		
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 * +1		
—Out of Sight When Not in Use	-1 * +1		
—Audible/Visible	-1 0 +1		
—Time to Absorb	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 +1		
—Time	-1 * +1		
—Knowledge of Presentation	-1 0 +1		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 +1		
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL _____

Time Keeping

At the top left side of each Checklist there is a section for calculating the speaking time for the presentation you are critiquing.

Finish _____
Start _____
Speaking Time _____
EVALUATION CHECKLIST

Just before the speaker begins, you should RECORD the STARTING TIME. When the speaker finishes, RECORD the FINISHING TIME.

Record the FINISH time on the top line

Record the START time on the second line

Then, calculate the presentation time and write the TOTAL here

Finish	8:00
Start	7:45
Speaking Time	15 Min

Assume you are critiquing a speaker's presentation. Read the information below; record and calculate the speaking time on the Checklist:

BEGIN



END



Finish _____
Start _____
Speaking Time _____

Check and Correct Your Answers

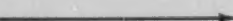
REMEMBER:

1. You will evaluate a speaker for each item on the Checklist that applies to his presentation; if an item does not apply, you will draw a line through the ratings.
2. Every item can be rated "+1" or "-1"; most items can also be rated "0."
3. Ratings are recorded on the Checklist by circling the appropriate score.
4. Any particular comments you have regarding a speaker's performance should be written in the "Remarks" column.
5. You always record the speaker's starting and finishing times at the top of the Checklist.

You now know how to record your ratings for the items on the Checklist. A discussion of how you check your ratings to see if they are correct begins on the next page.

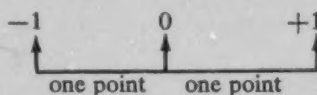
How to Use the Master Critique

Each filmed presentation that you will rate in **PART II** of this *Lesson* already has been rated by a panel of experienced speakers. The results of their evaluation are recorded on a **MASTER CRITIQUE**.

Notice in the sample Master Critique on the opposite page  that the experts' ratings and comments are recorded the same way you record your ratings.

After you have rated a presentation, you will compare your rating for *each* item with the Master Critique. The amount of **deviation** from the Master Critique reveals your skill in critiquing.

The scale below shows you how to determine the amount of deviation:



Notice in the example below that the student ratings are compared with the Master Critique and the deviation is recorded on the *student's* Evaluation Checklist:

COMPARE...

	Item	Ratings	Deviation Points
Student Checklist Rating	APPEARANCE		
	—Clothing Suitable	-1 0 +1	1
	—No Distractions	-1 0 +1	2

WITH...

	Item	Ratings	Deviation Points
Master Critique Rating	APPEARANCE		
	—Clothing Suitable	-1 0 +1	
	—No Distractions	-1 0 +1	

In the example above you see that the deviation between "0" and "-1" is _____ and the deviation between "+1" and "-1" is _____.

Check and Correct Your Answers

Finish 4:17
 Start 4:00
 Speaking Time 17 Min

Master Critique
 EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 (+1)		
—No Distractions	-1 0 (+1)		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 (+1)		
—Established Eye Contact	-1 * (+1)		
—Maintained Eye Contact	-1 (0) +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 (0) +1		didn't notice people fidgeting toward end of speech
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 (0) +1		
—Volume Audible	-1 0 (+1)		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	(-1) 0 +1		lots of "and uhs"
BODY ACTIVITY			
—Effective Gestures	-1 0 (+1)		
—No Distracting Mannerisms	(-1) 0 +1		brushed hair back several times
—Posture	-1 0 (+1)		
AIDS			
—Needed	-1 (0) +1		
—Ready to Use	-1 * (+1)		
—Out of Sight When Not in Use	-1 * (+1)		
—Audible/Visible	-1 0 (+1)		
—Time to Absorb	-1 0 (+1)		
—Proper Presentation of Aid	-1 0 (+1)		
CONTENT			
—Followed Outline	-1 0 (+1)		
—Time	(-1) * +1		ran way over time
—Knowledge of Presentation	-1 (0) +1		some of the "same old stuff"
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 (+1)		
—Seating	-1 0 (+1)		
—Temp/Ventilation	-1 0 (+1)		

TOTAL

To be certain that you understand how to determine the amount of deviation, do the following for the Checklist items shown below:

1. Find the deviation from the Master Critique for each item under "APPEARANCE" and "CONTACT WITH AUDIENCE."
2. Then record the deviations on the Student Checklist.

Student Checklist
EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 0 +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		

Master Critique
EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		pipe in hand
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 0 +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		

Check and Correct Your Answers

You will be concerned with the **TOTAL DEVIATION** on your Checklist in **PART II** of this *Lesson*. To find the total number of points you deviated from the Master Critique, simply add all the points you listed in the Deviation column.

Look at the Checklist on the preceding page. What is the **TOTAL DEVIATION** for these two aspects? _____

Check and Correct Your Answer

You now know how to record your ratings for the Checklist items and how to compare your ratings to the ratings on a Master Critique. A discussion of what is acceptable performance for each item and how you decide exactly what rating to give a speaker begins on the next page.

APPEARANCE

Item	Ratings		
APPEARANCE			
—Clothing Suitable	-1	0	+1
—No Distractions	-1	0	+1

Clothing Suitable

Clothing is probably the first thing you notice about a speaker's appearance. Wearing suitable clothing is important because, in doing so, a speaker can eliminate at least one source of competition for the audience's attention.

Since clothing styles change constantly and vary from one geographic area to another, it would be foolhardy, if not impossible, to list what type of clothing is suitable for a presentation. However, there are three simple rules that will help you decide what CLOTHING is SUITABLE for a presentation:

1. The speaker's dress should **conform** to that worn by the audience. Of course, if it is an official function where the speaker is representing an organization in which uniforms are worn, it is appropriate to wear one.
2. Clothing should be at the **more formal end** of the range of dress worn by members of the audience.

For example, if most men are wearing business suits, a male speaker should wear a suit, not a sport coat and slacks.

3. Clothing should be **conservative** in relation to the dress of members of the audience.

For example, the speaker should avoid complex designs, fad clothing, or body-revealing clothes, which may attract more attention than the actual speech.

Read the examples below, and, using the material you just learned, answer the following questions:

1. Male audience members are wearing either dark business suits or dinner jackets. The speaker decides he should wear a dinner jacket. Why is this the correct choice? _____
2. The speaker for a ladies' club afternoon meeting decides to wear a solid-blue suit instead of a dress with large flowers on it. Why is this the correct choice? _____
3. For a 7 p.m. presentation to a Public Health Nurses' Association meeting the speaker wears a pink lace dress. Most of the women attending came directly from work. Why was the speaker's dress not the correct choice? _____

Check and Correct Your Answers

Keeping in mind the three general rules for suitable clothing, RATE the following speakers on the portions of the Checklists provided.

1. Mr. White is making a budget proposal at an afternoon business conference. Three of his immediate supervisors and four other staff members are there. Their dress ranges from sport jackets to suits. Mr. White is wearing a medium grey suit, white shirt, and striped tie.

Item	Ratings
APPEARANCE	
—Clothing Suitable	-1 0 +1
—No Distractions	-1 0 +1

2. At a civic club luncheon, the audience members are wearing business suits; the speaker is dressed in a sport jacket and shirt without a tie.

Item	Ratings
APPEARANCE	
—Clothing Suitable	-1 0 +1
—No Distractions	-1 0 +1

Check and Correct Your Answers

No Distractions

When rating a speaker's appearance, you should also note any **DISTRACTIONS** in his dress or accessories. A speaker should not wear anything or bring anything with him to the lectern that might take the audience's attention from what he is saying.

How distracting an item is, or if the item is considered a distraction at all, rests somewhat on personal opinion. For example, an unpressed suit might go unnoticed by an audience of students, but the same suit might so distract a group of retail businessmen that they would not listen to the speaker's ideas.

Common distractions:

- poor grooming (dirty, rumpled clothes, uncombed hair, etc.)
- items that reflect the light (shiny buttons, name tags, etc.)
- noisy or flashy jewelry
- bulging or overstuffed pockets
- cigarettes, pipe, or other smoking accessories
- items in breast pocket
- unbuttoned coat

1.

Look at each of the following drawings;
CIRCLE any distractions you see.



2.



3.



4.



Check and Correct Your Answers
for Pages 14, 15

Rate the two speakers pictured on *both* items listed under APPEARANCE and record your ratings and comments on the portions of the Checklists provided.

1.



Audience members are wearing business suits and tailored dresses.

APPEARANCE				
—Clothing Suitable	-1	0	+1	
—No Distractions	-1	0	+1	

2.



The speaker is making a presentation to a group of athletic coaches who are all wearing sport jackets and ties.

APPEARANCE				
—Clothing Suitable	-1	0	+1	
—No Distractions	-1	0	+1	

Check and Correct Your Answers

Now review the items under APPEARANCE:

REMEMBER...

For Items

Acceptable Behavior

Clothing Suitable → Wear clothing that conforms to that worn by the audience, is **conservative**, and is at the **more formal end** of the range of dress worn by the audience.

No Distractions → Avoid wearing or bringing anything to the lectern that would distract the audience's attention.

CONTACT WITH AUDIENCE

CONTACT WITH AUDIENCE			
—Gained Attention	-1	0	+1
—Established Eye Contact	-1	0	+1
—Maintained Eye Contact	-1	0	+1
—Utilized Feedback (Audience reaction to speaker's presentation)	-1	0	+1
—Answered Questions Properly	-1	0	+1

All of the items in this category refer to the speaker's interaction with his audience. Any presentation is a two-way communication process similar to that of an ordinary conversation. The same techniques apply whether the speaker is talking to one person or to a group.

Basic to successful speaking techniques is a *concern for the audience*. A speaker shows this concern by waiting till the audience is ready to listen, making the presentation interesting, using appropriate humor, and adjusting his presentation to audience reactions.

Gained Attention

To get the audience involved in what he is saying, an effective speaker uses several methods to **GAIN ATTENTION**.

1. **Audience Readiness**—The speaker will pause for a few moments after taking the lectern to compose himself and to give the audience time to settle themselves. Sometimes he might wait a minute or more, but when the audience is ready to listen to him, **each person** will be looking at him, not talking or reading. A speaker who begins before his audience is ready is *wasting* his words.
2. **"Attention Getters"**—The speaker starts with something (a related joke, a startling statement, or an aid) to capture the audience's interest. For example, an inventive medical officer once fired a pistol loaded with blanks to introduce his topic on birth control titled "The Population Explosion."

Rate the speaker described below on "Gained Attention."

The speaker walked to the lectern, paused a moment to arrange her notes, and in a quavering voice, like that of an elderly person, asked a question about Medicare. Then in her normal voice, she answered the question and went on with her talk about old-age benefits. Two people in the back of the room were talking to each other, and one person on the front row was looking toward the door when the speaker began.

CONTACT WITH AUDIENCE			
—Gained Attention	—1	0	+1
—Established Eye Contact	—1	*	+1
—Maintained Eye Contact	—1	0	+1
—Utilized Feedback (Audience reaction to speaker's presentation)	—1	0	+1
—Answered Questions Properly	—1	0	+1

Check and Correct Your Answer

When rating a speaker on "Gained Attention," you must also consider *how* he gets that attention. The climate for a presentation is established by the manner in which the speaker begins his presentation. Therefore, the speaker must gain attention **appropriately**.

To ensure that the audience is ready for him to begin, the speaker either stands quietly, waiting for the audience to settle down, or simply asks for their attention. He could also arrange in advance for someone else to call the group to order if he is not formally introduced.

The appropriateness of attention-getting material begins during the *preparation* of the presentation. "Attention getters" must be **relevant** and in **good taste**.

To be relevant, a joke, quotation, anecdote, etc., must *illustrate* or *develop* the topic.

Good taste requires the speaker to make a thorough audience analysis before *each* presentation. Material acceptable to one group could very well offend another.

Some common **INAPPROPRIATE** techniques:

Coughing or clearing the throat to let the audience know that it is time to begin.

Blowing or tapping on the microphone—besides being annoying, this action could damage the equipment.

Using inappropriate material—

Irrelevant stories—telling a joke because someone ~~says~~ that a joke is the best way to start a presentation.

"Groaners"—attempts at humor that fail (so named because the usual reaction to a joke that falls flat is a low groan). The effective speaker always tests his jokes before using them. For example, Will Rogers was known to spend two weeks polishing a "spontaneous" anecdote.

Off-color humor—often there is only a fine line between what an audience considers funny and what offends them.

Read the following examples and place a check (✓) in front of the *appropriate* techniques for gaining attention:

- _____ 1. As a lead-in to his speech on continued research, the speaker quoted Robert Browning's "A man's reach should exceed his grasp."
- _____ 2. After a few moments, several people in the audience were still talking, so the speaker said, "I want to be sure that everyone can hear me. Can my voice be heard in the back of the room?"
- _____ 3. The speaker began his presentation to a parent-teacher group with the same joke that had gotten a big laugh at a stag luncheon several weeks before.
- _____ 4. The speaker paused and said, "May I have your attention, please?"; then he waited for the audience to become quiet.

Check and Correct Your Answers

Established Eye Contact

Eye-to-eye contact is an important technique for audience involvement. By **ESTABLISHING EYE CONTACT**, the speaker will know if he has gained the audience's attention and how they are reacting to what he is saying.

The effective speaker establishes eye contact *during* his introduction by looking steadily into the eyes of one or more persons. The speaker will usually look first at a person on one side of the room, then let his eyes sweep across the room and focus on someone on the other side.

Some causes of failure to establish eye contact:

- excessive **reading** of the introduction
- nervousness which results in the speaker's looking at his hands, feet, the floor, etc.
- attempts at establishing eye contact with the entire audience (This results in the speaker's head bobbing around and is very distracting.)

Rate this speaker on "Gained Attention" and "Established Eye Contact." Remember, to gain attention, the speaker *and* audience must be ready.

The speaker walked to the lectern and carefully arranged his notes. After looking at the audience for a few moments and being sure their eyes were upon him, he began his presentation on the dangers of drugs by holding up a hypodermic syringe and announcing, "You are looking at a killer." He focused his attention on persons in the second row. After speaking for a minute or so, he looked briefly at his notes and began to talk about the first major point of his presentation.

CONTACT WITH AUDIENCE			
—Gained Attention	-1	0	+1
—Established Eye Contact	-1	*	+1
—Maintained Eye Contact	-1	0	+1
—Utilized Feedback (Audience reaction to speaker's presentation)	-1	0	+1
—Answered Questions Properly	-1	0	+1

Check and Correct Your Answers

Maintained Eye Contact

EYE CONTACT must be developed during the first few minutes and MAINTAINED throughout the presentation. The same technique used when establishing eye contact, that is, looking directly at members of the audience, is used to maintain that eye contact during the remainder of the presentation.

One technique used by effective speakers is to divide the room mentally into quadrants. While speaking, they will look directly at a person in one quadrant, then move on to someone in the next quadrant until they have covered the entire room.

By working the room in quadrants, the speaker avoids such habits as a "left-hand syndrome" (concentrating all his attention on the left side of the room).

Probably the most common cause of a speaker's failure to maintain eye contact is *over-reliance* on his notes. Except when *referring briefly to his notes*, or *reading a quotation*, the effective speaker looks directly into the eyes of someone in the audience.

Rate this speaker on "Established Eye Contact" and "Maintained Eye Contact."

Remember, eye contact should begin with the introduction.

When giving a 30-minute presentation, the speaker, who seemed nervous, read the first few sentences. Then she gained confidence and looked at the audience members while speaking. She continued to look directly at persons in the audience except when she read statistics from a scientific journal and when she glanced at her notes two or three times.

CONTACT WITH AUDIENCE			
—Gained Attention	-1	0	+1
—Established Eye Contact	-1	*	+1
—Maintained Eye Contact	-1	0	+1
—Utilized Feedback (Audience reaction to speaker's presentation)	-1	0	+1
—Answered Questions Properly	-1	0	+1

Check and Correct Your Answers

Utilized Feedback

Many successful speakers consider UTILIZING FEEDBACK from the audience as their most important presentation technique.

Feedback is the audience's reaction to the speaker's presentation. One reason eye contact is so important is that, without it, the speaker doesn't know how his ideas are coming across; he misses the feedback.

The types of audience feedback:

Visual Feedback

- facial expressions, such as smiles, frowns, puzzled looks, etc.
- body movements, such as nodding, shifting in the chair, raising the hand, etc.

Auditory Feedback

- vocalizations, such as whispering or asking questions
- general noises, such as scuffling feet, rustling papers, adjusting chairs, etc.

Auditory feedback is more useful because it reduces guesswork as to what the audience reaction means. Facial expressions are subject to a wide range of interpretation. What one speaker views as boredom might be seen as hostility by another.

The effective speaker utilizes feedback by *adjusting* his presentation when *negative* cues are given by the audience. In some instances, when rating a speaker, the feedback may not be evident to you (although it would be to the speaker); and you will not be able to judge how the speaker uses it. In that case, draw a line through the rating.

When feedback from the audience indicates a loss of attention (whispers, bored expressions, etc.), the effective speaker uses one or more of the following techniques:

- Speaks louder.
- Asks a question which is related to the topic but not directed at any particular individual. (Be *sure* to allow enough time for someone to answer.)
- Restates his ideas in other terms (either make them more simple or more technical).
- Uses a related witticism, quotation, etc. (Experienced speakers plan these for emergencies.)
- Pauses until the distraction begins to die down.
- Asks if the audience can hear him.

Rate this speaker on "Maintained Eye Contact" and "Utilized Feedback." Remember, the speaker should maintain eye contact except for notes and quotes.

The speaker began his presentation and covered the first major point while looking directly at a person on the first row. After a few minutes, the speaker noticed that the audience seemed bored and realized that he was oversimplifying the material. He left out many of his explanatory details during the remaining part of his talk. He continued looking directly at the audience, and they appeared much more attentive.

CONTACT WITH AUDIENCE			
—Gained Attention	—1	0	+1
—Established Eye Contact	—1	*	+1
—Maintained Eye Contact	—1	0	+1
—Utilized Feedback (Audience reaction to speaker's presentation)	—1	0	+1
—Answered Questions Properly	—1	0	+1

Check and Correct Your Answers

Answered Questions Properly

Part of the speaker's concern for his audience is shown by the way he handles questions. When preparing the presentation, he allocates part of his scheduled time for a question/answer period, and as stated in the *Lecture Preparation Guide*, he anticipates possible questions.

Sometimes, the audience will not ask for additional information, but when they do, the effective speaker handles questions in the following way:

1. Restates the question briefly so that all the audience will know what was asked (this also gives the speaker a chance to organize his thoughts).
2. Narrows the question if necessary—sometimes questions are so broad that the speaker will have to ask, "Do you mean . . .?" or "Let's see if I understand what you are asking . . ."
3. Answers the question if possible—if he can't answer it, he admits it. If the question is not related to the topic, he asks the person to remain after the presentation for an answer.
4. Asks if his answer has answered the question. He does not rely on facial expressions for this information.

Rate this speaker on "Utilized Feedback" and "Answered Questions Properly."

After viewing a film on drug addiction at a high school assembly, several groups of students were whispering to each other. The speaker said, "I'd be glad to try to answer any questions you might have about drugs." He was smiling and looking around the room. A girl in the center raised her hand, and when the speaker nodded to her, she asked, "Does everyone feel that terrible when they stop taking drugs?"

The speaker, looking at the girl, said, "The young lady has asked about the physical effects of drug withdrawal. Are you interested in all drugs or one specific one?" The girl said, "I understand about heroin, but is it the same for marijuana?"

After answering the question, the speaker, again looking at the girl, asked, "Is that what you wanted to know?" The girl smiled and nodded her head affirmatively. The speaker then looked around to see if there were other hands raised.

CONTACT WITH AUDIENCE				
—Gained Attention	-1	0	+1	
—Established Eye Contact	-1	*	+1	
—Maintained Eye Contact	-1	0	+1	
—Utilized Feedback (Audience reaction to speaker's presentation)	-1	0	+1	
—Answered Questions Properly	-1	0	+1	

Check and Correct Your Answers

Review the items under CONTACT WITH AUDIENCE:

REMEMBER . . .

For Item

Acceptable Behavior

- | | | |
|--|---|---|
| Gained Attention | → | Pause and look at audience before speaking.
Use "attention getters" that are relevant and in good taste. |
| Established Eye Contact | → | Look directly into someone's eyes during introduction. |
| Maintained Eye Contact | → | Look into someone's eyes except when referring to notes or quotes. |
| Utilized Feedback
(Audience reaction to speaker's presentation) | → | Adjust presentation when necessary. |
| Answered Questions Properly | → | Restate the question.
Narrow the question if necessary.
Answer if possible.
Ask if the question has been answered.
Postpone unrelated questions until after the presentation. |

Until now, you have been asked to rate only one or two items at a time. Using the information you have learned and the Checklist provided, rate the speaker described below on all items listed under "APPEARANCE" and "CONTACT WITH AUDIENCE."

OCCASION: Evening meeting of a business organization

AUDIENCE: Men wearing suits or sport jackets

SPEAKER: Mr. Fuller, wearing a blue blazer with two rows of shiny gold buttons, a blue shirt, and a boldly patterned tie

At the beginning of his presentation, Mr. Fuller strode rapidly to the lectern and began to talk almost before he reached it. He looked directly at a person on the front row while speaking. After he had completed the introduction, he used a chart to explain some statistics. Two people at the back of the room were whispering to each other, but the speaker did not notice them because he was reading from his notes and the chart.

After finishing with the charts, Mr. Fuller directed his attention to persons on the first two rows of his audience. Toward the end of the presentation, one man in the second row raised his hand and said, "This is off the subject, but could you tell me . . . ?" The speaker said, "I would be glad to give you some additional information if you would see me after we finish here."

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 0 +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		

Check and Correct Your Answers

VOICE

VOICE			
—Variety (Speed, Pitch, Volume)	-1	0	+1
—Volume Audible	-1	0	+1
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1	0	+1

Variety

The success of a speech often depends on the speaker's voice; a dull topic or a poorly organized speech often can be salvaged if the speaker's voice is interesting. What makes it so? VARIETY is the key.

One way the effective speaker increases the variety in his voice is by **pausing** momentarily either before or after making a statement he wants to emphasize; this pause also gives the audience time to grasp the significance of what is being said.

Related to voice variety is the way a speaker pronounces his words. The United States has many regional dialects, and one is no more acceptable than another. When rating voice variety, consider only the following factors:

1. Is there enough vocal variety to retain our interest?
2. Can we understand what the speaker is saying?

Some common voice variety faults:

SPEED

- Too fast—the speaker rushes through, rarely pausing.
- Too slow—the speaker talks too slowly or pauses so long that continuity is lost.

PITCH. VOLUME

- Monotone—the speaker uses only one pitch and volume.
- Sing-song—the speaker uses only one pattern of variation.
- Affectation—the speaker uses an affected or oratorical style.

NOTE: The speaker who *reads* his presentation usually lacks voice variety because he is concentrating on what he sees instead of on what he is saying. Reading a presentation may also affect the speed with which the material is presented. This results in a presentation that drags or is so fast the audience cannot keep up with it.

Rate the following examples of VOICE "Variety (Speed, Pitch, Volume)."

1. The speaker talked at a steady rate and in a high pitched voice.

VOICE			
—Variety (Speed, Pitch, Volume)	-1	0	+1
—Volume Audible	-1	0	+1
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1	0	+1

2. The speaker sounded as if he really believed in what he was saying. He paused at times to let the audience grasp his ideas, and his voice was pleasant to hear.

VOICE			
—Variety (Speed, Pitch, Volume)	-1	0	+1
—Volume Audible	-1	0	+1
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1	0	+1

3. The speaker had a rich sounding voice and talked very slowly.

VOICE			
—Variety (Speed, Pitch, Volume)	-1	0	+1
—Volume Audible	-1	0	+1
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1	0	+1

Check and Correct Your Answers

Volume Audible

In addition to having variety, the speaker's voice must have a **VOLUME** that is **AUDIBLE**. An audience simply will not strain to hear a speaker for very long.

The effective speaker analyzes the size of the room and the anticipated audience *before* the actual presentation. A large room or large audience requires extra voice volume; if his own voice is inadequate, he will arrange (again, in advance) for voice amplification equipment. A wireless mike or a lavalier mike with a long cord are the best types to use.

Using voice amplification equipment requires that the speaker test it *before* the presentation is to begin and that he has someone assigned to control the volume during the presentation.

Some common volume problems:

- The speaker begins with a strong voice but then drops to a conversational level that only those nearby can hear.
- The speaker does not articulate his words.
- The speaker needs voice amplification (he neglected to analyze the situation beforehand and did not anticipate the need).
- The speaker's voice fades in and out when he moves away from the mike (a speaker should avoid using a "fixed mike" whenever possible).

Rate this speaker's voice for "Variety" and "Volume Audible." Remember, variety is the key.

The speaker, a woman, talked in a clear, rather "sing-song" voice. At one point, outside noise made hearing difficult. The speaker stopped, waited until the noise subsided, then said, "As I was saying . . ." She repeated the material and completed her speech with no further difficulties.

VOICE	
—Variety (Speed, Pitch, Volume)	–1 0 +1
—Volume Audible	–1 0 +1
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	–1 0 +1

Check and Correct Your Answers

No Vocalized Pauses

VOCALIZED PAUSES are those speech mannerisms, the "ers," "ahs," coughs, or throat clearings, that indicate nervousness or a break in the speaker's thought pattern. They are especially noticeable when a speaker is asked to give an "off-the-cuff" answer.

Vocalized pauses have just the opposite effect of the silent pause, which adds variety and emphasis to a presentation. The speaker's voice will have a sing-song quality if vocalized pauses are overdone.

Frequently, vocalized pauses are more evident at the beginning of a presentation, but after the speaker gets over his initial nervousness, they disappear.

Rate the speaker below on "Volume Audible" and "No Vocalized Pauses."

The speaker was using a microphone which was attached to the lectern. Whenever he moved around, his voice could scarcely be heard in the back of the room. Half-way through the presentation, he was asked an apparently unexpected question. His answer was, "Well, ah, I feel that the choice is, ah—the choice should be made by the individuals who will be directly affected by the outcome." The speaker completed his presentation with no more vocal stumblings.

VOICE			
—Variety (Speed, Pitch, Volume)	—1	0	+1
—Volume Audible	—1	0	+1
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	—1	0	+1

Check and Correct Your Answers

Now, review the items under VOICE:

REMEMBER . . .

For Item

Acceptable Behavior

Variety (Speed, Pitch, Volume) → Use enough variety to retain interest.

Volume Audible → Make certain that the entire audience can hear you; if necessary, use amplification equipment.

No Vocalized Pauses → Use silent pauses instead.

("Ers," "ahs," throat clearings, etc.)

BODY ACTIVITY

BODY ACTIVITY			
—Effective Gestures	—1	0	+1
—No Distracting Mannerisms	—1	0	+1
—Posture	—1	0	+1

A speaker's BODY ACTIVITY influences the success of a presentation. Through his gestures and posture, he communicates his composure, personal interest, and involvement in the subject matter.

Effective Gestures

GESTURES include all activity of the head and hands, such as pointing, nodding, frowning, shaking the head, or using the hands to help describe size and shape. Each speaker will have his own style. It is perfectly acceptable if his style does not include gestures or if it includes many of them. However, it would be better to use no gestures than to use gestures which are *not* effective.

An effective gesture has these components:

1. Visible—The entire audience can see the gesture. Timid or very slight movements merely make the speaker appear unsure of himself.
2. Natural—Overly exaggerated (theatrical) or "practiced" gestures look artificial and lose their effectiveness.
3. Meaningful—A speaker can indicate size and shape or express feelings through gestures.

Rate these speakers on "Effective Gestures."

1. The speaker was quite reserved. He made few movements while speaking, but his occasional gestures emphasized his important points.

BODY ACTIVITY			
—Effective Gestures	—1	0	+1
—No Distracting Mannerisms	—1	0	+1
—Posture	—1	0	+1

2. The speaker moved around freely. He nodded and shook his head to indicate his feelings about certain proposals. Once he seemed to be counting on his fingers.

BODY ACTIVITY			
—Effective Gestures	—1	0	+1
—No Distracting Mannerisms	—1	0	+1
—Posture	—1	0	+1

3. The speaker made a few half-hearted arm movements and nodded his head slightly at the conclusion of his speech.

BODY ACTIVITY			
—Effective Gestures	—1	0	+1
—No Distracting Mannerisms	—1	0	+1
—Posture	—1	0	+1

4. The speaker was enthusiastic. He gestured freely, emphasizing ideas by nodding his head and pointing. Toward the end of his presentation, he pounded heavily on the lectern when calling for a minor change in policy.

BODY ACTIVITY			
—Effective Gestures	—1	0	+1
—No Distracting Mannerisms	—1	0	+1
—Posture	—1	0	+1

Check and Correct Your Answers

No Distracting Mannerisms

DISTRACTING MANNERISMS are those physical movements that, like vocalized pauses, advertise nervousness. When a speaker frequently *repeats* an action that is not related to what he is saying, the audience's attention is distracted.

Some common distracting mannerisms:

- adjusting glasses or clothing
- fiddling with pencils or other objects
- drumming with fingers
- putting hands in and out of pockets
- clasping and unclasping hands
- smoothing hair
- fumbling with notes
- rocking or swaying
- pacing back and forth

Now rate this speaker on "Effective Gestures" and "No Distracting Mannerisms."

The speaker was talking about urban renewal problems. When emphasizing a point, she grasped the sides of the lectern and leaned forward. While talking about heating problems in slum dwellings, she wrapped her arms about herself, indicating coldness. Her glasses seemed to be loose because every few minutes she pushed them back into place.

BODY ACTIVITY			
—Effective Gestures	—1	0	+1
—No Distracting Mannerisms	—1	0	+1
—Posture	—1	0	+1

Check and Correct Your Answers

Posture

The speaker's **POSTURE**, like his gestures, is an individual thing. However, effective speakers are relaxed and occasionally move away from the lectern. Moving around reduces nervousness and adds variety to the presentation. Movement should not be overdone to the point where it becomes distracting.

Some common posture faults:

- slouching to appear at ease
- standing at stiff attention
- “hiding” behind the lectern
- leaning on the lectern

Rate this speaker on “No Distracting Mannerisms” and “Posture.”

The speaker began talking while resting one arm on the lectern. During the presentation, he slouched and continually shifted his weight from one foot to the other. He punctuated his ideas by smiling or frowning and by shaking his head to indicate disapproval.

BODY ACTIVITY			
—Effective Gestures	—1	0	+1
—No Distracting Mannerisms	—1	0	+1
—Posture	—1	0	+1

Check and Correct Your Answers

Now review the items under BODY ACTIVITY:

REMEMBER . . .

For Item

Acceptable Behavior

- | | | |
|---------------------------|--------|--|
| Effective Gestures | —————→ | Use gestures that are natural and visible to entire audience and contribute to the point being made. |
| No Distracting Mannerisms | —————→ | Do not repeat unrelated movements. |
| Posture | —————→ | Be relaxed and able to move away from the lectern. |

Using the information you have learned and the portion of the Checklist provided, rate the speaker described below on the items listed under "VOICE" and "BODY ACTIVITY."

When the speaker began her presentation, her voice, although not loud, could be heard in the back of the room. After the first minute or so, her voice level dropped and several people in the back were obviously straining to hear. She spoke in a rapid, breathless voice, rarely pausing. While talking, she continually brushed her hair off her forehead. She also made a few self-conscious gestures and kept shifting her note cards from hand to hand. She stood timidly behind the lecturn throughout her presentation.

VOICE			
—Variety (Speed, Pitch, Volume)	—1	0	+1
—Volume Audible	—1	0	+1
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	—1	0	+1
BODY ACTIVITY			
—Effective Gestures	—1	0	+1
—No Distracting Mannerisms	—1	0	+1
—Posture	—1	0	+1

Check and Correct Your Answers

STOP
TAKE A 10-MINUTE BREAK

AIDS

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

An AID is any item that a speaker may use to develop or illustrate his topic. An aid may be projected (film, slide, etc.) or nonprojected (chart, poster, object, etc.). The primary purpose for using an aid is to help the audience understand the point being made or to assist in retention of the material. An aid should **NEVER BE USED** merely to help the speaker follow his outline.

Needed

When one is critiquing a presentation, it is necessary to consider if an aid is NEEDED. The *Lecture Preparation Guide* gives specific recommendations for deciding when an aid is necessary. These recommendations can be summarized as follows:

An aid is needed if—

1. The point can be made better visually than verbally, i.e., it will be easier for the audience to understand.
2. Words might evoke different images for different people.
3. A high level of retention is desired.

For some topics or ideas, the speaker needs all the help he can muster. Occasionally, however, a speaker will use an aid when it is *not* needed. For example, the speaker may use a chart as an outline, or he may have failed to analyze his audience, and the aid is beneath their intelligence level. When this happens, the usual audience reaction is impatience—they ignore the aid or act bored by it. In either case, the speaker has lost his audience, and the aid has defeated its purpose.

In order to determine whether or not an aid is needed, a speaker should always pretest it. He should give his presentation to two or three people without using any aids. Then he should give his talk again using aids and find out from the group which presentation was more effective. This method also allows him to check audience understanding of the aids and see if they fulfill their purpose.

When rating a presentation, if an aid was needed and not used or one was used that seemingly served no purpose, rate the speaker "-1."

Rate the following speakers on AIDS, "Needed."

1. The speaker gave a presentation on the dangers of food poisoning to a group of inexperienced cafeteria workers. He used some slides that showed the type of foods susceptible to dangerous bacterial growth and the proper methods for handling those foods to prevent food poisoning.

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

2. The speaker gave a presentation on food poisoning to a group of Public Health investigators and bacteriologists. He used the same slide series showing susceptible foods and proper methods for handling them that he had used for the group of new cafeteria workers.

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

Check and Correct Your Answers

Ready to Use

A break in the continuity of a speaker's presentation can lose the audience's attention. A speaker's composure will also suffer if he has to fumble around trying to find aids or make them function. Therefore, the effective speaker makes sure his aids are **READY TO USE**.

—Projected aids are in the machine and *tested* before the presentation.

—Materials such as slides, overhead projectuals, recordings, and charts are arranged in the order of presentation.

—When using movies or slides, make sure:

Lighting conditions have been checked—light switches located and blinds and drapes checked to be sure the room can be darkened, and an assistant is cued and ready to turn off lights and turn on machine.

—Demonstration objects are set up and in order.

Rate this speaker on AIDS, "Ready to Use" and "Needed." Remember, an aid is needed if it helps get the information across to the audience.

The speaker had set up an overhead projector to show the audience some statistics that he wanted them to remember.

During the presentation, he projected the material onto a blank wall behind him. None of the audience had to move their chairs to see. At one point, it was difficult to follow the speaker because the projected material didn't correlate with what he was saying. In a short while, however, he was able to find the right material.

AIDS			
—Needed	—1	0	+1
—Ready to Use	—1	*	+1
—Out of Sight When Not in Use	—1	*	+1
—Audible/Visible	—1	0	+1
—Time to Absorb	—1	0	+1
—Proper Presentation of Aid	—1	0	+1

Check and Correct Your Answers

Out of Sight When Not in Use

Because the audience's attention is easily diverted, the effective speaker keeps his aids **OUT OF SIGHT WHEN NOT IN USE**. He conceals the aid or makes it as inconspicuous as possible both *before* and *after* using it in order to avoid creating competing centers of interest.

1. Overhead projector—turn it off (never just remove the projectual because of the glare on the screen).
2. Slides—insert a cardboard blank to separate series of slides; when the speaker is ready to show the next series, the projector is ready to go.
3. Nonprojected aids—move away from the lectern, have a blank cover sheet separating pages of flip chart, or cover the object.

Rate this speaker on "Ready to Use" and "Out of Sight When Not in Use."

The speaker used a series of charts to compare statistics. The charts were on a stand near the lectern but were covered until the speaker referred to them. When the speaker finished talking about statistics, he moved the charts away from the lectern.

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

Check and Correct Your Answers

Audible/Visible

When using an aid, the speaker must be sure the audience can see and/or hear it. Otherwise it is not an aid; it is a distraction.

The effective speaker, when preparing for a presentation, makes certain that the aid can be seen by everyone in the audience. This means that he has investigated the size and seating arrangements of the room. If he is using sound equipment, he has made certain that it is adequate for the size of the room where he will be speaking.

Some common AUDIBLE/VISIBLE problems:

- lettering too small or too much printed on aid. The speaker could provide hand-out material to be distributed when needed.
- distorted sound
- sound too loud or too soft
- picture out of focus
- distorted picture with an overhead projector (An overhead projector requires a slanted screen to prevent the picture from appearing larger at the top than at the bottom.)

Rate this speaker on "Out of Sight When Not in Use" and "Audible/Visible." Remember, aids must be concealed before and after use.

The speaker used a chart with five or six columns of figures on it. It was difficult to read, but since it was in plain sight during the entire presentation, the people in the back of the room eventually were able to decide what it showed.

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

Check and Correct Your Answers

Time to Absorb

Whenever an aid is used, the audience must be given **TIME TO ABSORB** its significance. To be sure the audience has the necessary time, the speaker must alert the audience either *before* or *during* the presentation of the aid. It is particularly important to allow enough time if the audience is expected to take notes.

The effective speaker uses the following techniques:

For Slides or Objects—while showing the aid, the speaker will point out its significant parts and give the audience time to look at them.

For Charts or Overhead Transparencies—when using aids with written material, the speaker exposes them for approximately **twice** the time required to read them silently, but he **does not** read the material word for word aloud.

For Movies or Recordings—*before* showing the aid the speaker will tell the audience what to look or listen for. For example, "This movie you are about to see contrasts the old and new therapy treatments. Pay particular attention to . . ."

Although using these guidelines will usually enable a speaker to allow the audience enough time to absorb the information, he should always pretest an aid at the time it is being developed. He should present the aid to two or three friends and find out how much time they need to comprehend it.

Rate the following speakers on "Audible/Visible" and "Time to Absorb."

1. The speaker showed slides of a disaster scene. Although the room was not dark, the slides were easy to see. The speaker explained most of the slides well, but while discussing one, he talked so fast that many in the audience were confused.

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

2. The speaker discussed the warning signals of cardiac failure. Before playing a recording of several types of heartbeats, the speaker explained the important characteristics of each type. However, the sound was so loud that the audience could not hear the distinctive differences.

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

Check and Correct Your Answers

Proper Presentation of Aid

A speaker can make careful preparation, following all the do's and don'ts for aids outlined in this section, and then negate all of his efforts during the actual PRESENTATION of the aid.

The two areas where presentation problems may arise:

1. Attention to the Audience—a speaker should **NEVER** turn his back to the audience while presenting the aid. As you know, the following things happen:
 - Eye contact is broken.
 - Feedback is missed.
 - Voice volume diminishes or is muffled because the voice is projected away from the audience.
2. Smoothness of Presentation—a speaker should direct attention to the aid with a minimum of distracting movements. He should:
 - be able to operate the equipment.
 - never wave or waggle a pointer (this is particularly important when using an overhead projector because movements are magnified).
 - never walk away from the aid (this creates competing centers of interest. While the aid is being shown, it should be the center of attention, and the speaker should remain near it, not on the other side of the room).

The effective speaker **practices** until he can present the aid smoothly. If during the presentation he must turn away from the audience, he **STOPS SPEAKING** until he is again facing the audience.

Rate this speaker on "Time to Absorb" and "Proper Presentation of Aid."

The speaker used a flip chart that compared statistics. He used a pointer to direct the audience's attention to certain figures. His back was turned to the audience as he explained in detail the significance of the figures.

AIDS			
—Needed	—1	0	+1
—Ready to Use	—1	*	+1
—Out of Sight When Not in Use	—1	*	+1
—Audible/Visible	—1	0	+1
—Time to Absorb	—1	0	+1
—Proper Presentation of Aid	—1	0	+1

Check and Correct Your Answers

Now review the items under AIDS:

REMEMBER . . .

For Item

Acceptable Behavior

- Needed —————→ Use an aid if:
- it will help the audience understand the point;
 - words might evoke different images;
 - a high level of retention is desired.
- Ready to Use —————→ Have aids set up and tested.
Have aids together and in correct order.
- Out of Sight When Not in Use —————→ Make aids as inconspicuous as possible except when they are being used.
- Audible/Visible —————→ Make certain that *entire* audience can see and hear the aid.
- Time to Absorb —————→ Tell the audience the significance of the aid and give them time to absorb it.
- Proper Presentation of Aid —————→ Present the aid smoothly, **never** talking with your back to the audience.

Read the following description. Then, using the information you have learned and the Checklist provided, rate the speaker on all items listed under "VOICE" and "AIDS."

At a recent meeting of parents and teachers, Mr. Hall gave a talk about a proposed highway to be built through the school district. Mr. Hall's purpose was to convince his reluctant audience that the benefits from such a highway were greater than the damage that would be done to the community.

Mr. Hall walked quickly to the desk which served as a lectern. After adjusting his microphone he began to speak, slowly at first, then at a faster rate, about the need for progress. When discussing the recent increase in highway deaths, he paused after giving each statistical fact.

To show the audience where the new highway would be built, Mr. Hall introduced some slides, but he had trouble showing them. First, the projector would not work; then he was unable to find the slide he wanted to show. The room was only partially dark so the details of the slides didn't show clearly. However, he explained the slides slowly and in enough detail to convey the information to the audience.

Halfway through the slide series, there was some material in the talk that did not directly relate to the slides. Mr. Hall inserted a blank slide at this point so that the audience's attention would not be distracted from what he was saying.

While Mr. Hall was explaining his last slides, several women in the audience started whispering to each other, but he did not notice them because he was looking toward the screen.

Finally, he turned off the projector and laughingly joked about "the best laid plans of mice and men." Then, he quickly summarized his speech.

VOICE			
—Variety (Speed, Pitch, Volume)	—1	0	+1
—Volume Audible	—1	0	+1
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	—1	0	+1
AIDS			
—Needed	—1	0	+1
—Ready to Use	—1	*	+1
—Out of Sight When Not in Use	—1	*	+1
—Audible/Visible	—1	0	+1
—Time to Absorb	—1	0	+1
—Proper Presentation of Aid	—1	0	+1

Check and Correct Your Answers

CONTENT

CONTENT			
—Followed Outline	—1	0	+1
—Time	—1	*	+1
—Knowledge of Presentation	—1	0	+1

The person who accepts an invitation to speak also accepts the responsibility for being prepared. This preparation includes knowing what to say and how long it will take to say it.

Followed Outline

The effective speaker prepares and **FOLLOWS** an **OUTLINE**.

Some common problems in following an outline:

- Speaker omits one or more points; therefore, he doesn't say what he came to say.
- Speaker rambles on and adds new points and material as he talks.
- Speaker scrambles his outline, thus making it difficult for the audience to follow his ideas.

Rate this speaker on "Followed Outline."

Mr. Clark was going to speak about mental health. His outline contained three major points, each point building on the preceding one, that traced the change in social attitudes toward disturbed persons.

He began by talking about attitudes in the 18th century. His audience seemed to be interested in what he was saying, so he also talked about the types of institutions for the insane during that period. Since he was running out of time, he skipped the 19th century and went on to 20th century attitudes and treatments.

CONTENT			
—Followed Outline	—1	0	+1
—Time	—1	*	+1
—Knowledge of Presentation	—1	0	+1

Check and Correct Your Answer

Time

When a speaker makes a presentation, the overall **TIME** schedule for the occasion is important. There may be more than one speaker, and the audience's time must also be considered.

Since preparation of a presentation includes rehearsing the material, a well-prepared speaker will deviate no more than **1** minute for every **10** minutes of scheduled time:

- A 10 minute presentation would be 9 to 11 minutes.
- A 20 minute presentation would be 18 to 22 minutes.
- A 30 minute presentation would be 27 to 33 minutes.

NOTE: The average audience attention span is 20-30 minutes. A longer presentation places an extra burden on the speaker to make his presentation remain interesting.

Rate these speakers on "Time."

1. The speaker was allowed 10 minutes; he spoke from 1:30 p.m. to 1:39 p.m.

CONTENT			
—Followed Outline	—1	0	+1
—Time	—1	*	+1
—Knowledge of Presentation	—1	0	+1

2. The speaker was allowed one half hour; he began at 6:15 p.m. and finished at 6:55 p.m.

CONTENT			
—Followed Outline	—1	0	+1
—Time	—1	*	+1
—Knowledge of Presentation	—1	0	+1

Check and Correct Your Answers

As you learned in the "Contact with Audience" section, a speaker should allow part of his scheduled time for questions. Even if he is the last speaker and members of the audience are still asking questions, the speaker *must stay within the time* allotted his presentation.

How does he do so? He can offer to continue the discussion after the meeting is over. For example, he might say, "I see my time is up, but I will be glad to talk with any of you that care to stay for a few minutes after the meeting." This allows those who wish to, or must leave, to do so without embarrassment.

If no questions are asked, the speaker can assume he has either effectively communicated his message, **OR** the audience is not interested; and additional speaking time would only make matters worse. The effective speaker **CONCLUDES** his presentation because he knows it is more effective to stop rather than to try to fill up the time with a rehash of what has already been said.

Rate this speaker on "Followed Outline" and "Time." Remember, the speaker must present the material which he prepared without deviating more than 1 minute for each 10 minutes scheduled.

The morning business session was to end at 12 o'clock. The last speaker was given 20 minutes for his talk. Several members of the audience were to attend a Board of Directors' luncheon immediately following the morning session.

The speaker's outline listed two major points. He began his presentation on time and discussed the two points very thoroughly and answered questions from the audience. It was 12:10 p.m. when the speaker finished his presentation.

CONTENT			
—Followed Outline	—1	0	+1
—Time	—1	*	+1
—Knowledge of Presentation	—1	0	+1

Check and Correct Your Answers

Knowledge of Presentation

The first rule of any presentation is to know about what you are going to talk. The careful preparation of material based upon your audience's interest is one aspect of presentation that even the most expert speaker can use to his advantage.

The effective speaker demonstrates KNOWLEDGE of his PRESENTATION by preparing *up-to-date*, factual information for his audience. He has rehearsed his presentation so that he **talks** instead of **reads** to his audience.

Some common "knowledge" problems:

- The speaker merely repeats what is generally known (this almost guarantees a complete loss of the audience's attention).
- The speaker cannot substantiate his material (there is *always* someone in the audience who knows about the topic).
- The speaker mispronounces technical words.
- The speaker reads much of his material (this suggests that he either does not really know his material or that he failed to practice his presentation).

NOTE: Because of the importance of the topic or the speaker (for example, the head of a government agency), certain speeches are read verbatim to avoid misunderstandings. "Reading" presentations requires special techniques that are not covered in this *Lesson*.

Rate this speaker on "Followed Outline," "Time," and "Knowledge of Presentation."

The first speaker on the program was allowed 20 minutes. His outline listed three major points.

It was 1 p.m. when he began speaking; he told several personal-experience stories not relevant to his topic. At the end of 12 minutes he had covered, in order, all three points and turned the remaining time over to the audience for questions.

One person in the audience disagreed with certain statistics the speaker had quoted and asked where they came from. The speaker replied, "I think I read them in *Newsweek* magazine." Another person asked two specific questions to which the speaker gave only vague answers. Fifteen minutes elapsed between the beginning of the presentation and the end of the question/answer period.

CONTENT			
—Followed Outline	—1	0	+1
—Time	—1	*	+1
—Knowledge of Presentation	—1	0	+1

Check and Correct Your Answers

Now review the items under CONTENT:

REMEMBER ...

For Item

Acceptable Behavior

Followed Outline —————→ Cover what you prepared, no more and no less.

Time —————→ Deviate no more than 1 minute per 10 minutes speaking time.

Knowledge of Presentation —————→ Have up-to-date, factual information and talk instead of read to the audience.

ROOM MANAGEMENT

ROOM MANAGEMENT			
—No Distracting Elements	—1	0	+1
—Seating	—1	0	+1
—Temp/Ventilation	—1	0	+1

This category, like "Appearance," deals with the speaker's control of extraneous competing or distracting elements. All three items in this aspect of presentation require action *prior* to the actual presentation.

No Distracting Elements

Even the most naïve speaker realizes that it would be a waste of time to proceed with a presentation if there were loud noises such as a jackhammer or buzz saw outside the room. What they often fail to realize is that visual elements can be as much competition as sound.

Since the audience's participation is largely passive—listening for the most part—their attention is easily diverted. A chalkboard with writing on it, a window or open door behind the speaker, prespeech handout material are all invitations for the eyes of the audience.

The effective speaker tries to eliminate **DISTRACTING ELEMENTS** *before* he begins by doing one or more of the following:

- Rearranges the seating.
- Covers or erases the chalkboard.
- Closes doors and windows to eliminate noise.
- Delays distributing handout material until after the presentation.

Read the following list and check (✓) the sources of competition that the speaker should try to eliminate:

- _____ 1. A diagram on a chalkboard to his right.
- _____ 2. A group of windows with the blinds raised along one side of the room.
- _____ 3. A stack of handout material on a table at the back of the room, placed there immediately before the talk began after all audience members were seated.
- _____ 4. Loud music from a room across the hall.

Check and Correct Your Answers

Seating

You learned in the *Lecture Preparation Guide* that a speaker should do a situation analysis that includes considering the SEATING arrangements. But what happens if, when the speaker arrives, the arrangements have been changed and/or there are obstructions such as pillars that will obscure the speaker from some parts of the audience?

If the speaker arrives early enough, he can possibly have the seating arrangements corrected or move the lectern. If the speaker arrives with little time to spare (a bad policy, but it can happen), he is faced with two alternatives: leave the seating as it is or disrupt the proceedings by asking the audience to move so that they can see.

At this point in the *Lesson*, you know the choice an effective speaker would make. That's right—he would ask them to shift around. By doing so, any distraction would be more than compensated for because the speaker would be able to accomplish the following:

- Gain their attention.
- Show concern for the audience.
- Ensure eye contact, thereby increasing feedback.

Rate the following speaker on "Seating" and "No Distracting Elements."

The speaker arrived 20 minutes early and checked the presentation room. He found that the chairs were fastened to the floor and there were several commercial exhibits along the left wall. The display nearest the front of the room had lights that blinked off and on. He tried to find another room for his presentation, but there was not one available.

He moved the lectern to the right side of the room at an angle so that he could see all of the seats. When it was time to start, he said, "I have enjoyed looking at all of these interesting displays. This one in front [points to it] is particularly good. If you haven't seen it, be sure to look at it before you leave, but for now would someone please unplug it so that the lights won't bother us while I'm talking."

ROOM MANAGEMENT			
—No Distracting Elements	—1	0	+1
—Seating	—1	0	+1
—Temp/Ventilation	—1	0	+1

Check and Correct Your Answers

Temp/Ventilation

Here again, the speaker must anticipate room conditions. A room that is too hot or stuffy is formidable competition. The audience might really want to listen, but an overheated room coupled with a haze of smoke can scuttle the best presentation effort.

The effective speaker takes the following precautions:

- Checks and adjusts, if necessary, the room TEMPERATURE to 68°-72°. (For a large group, the temperature should be no higher than 68°.)
- Arranges to have the VENTILATION system turned on or windows opened.

Rate the following speaker on all items of "Room Management."

The speaker arrived a few minutes before he was scheduled to begin his presentation. The audience had already begun to take their seats. Several of the ladies were fanning themselves with handout material that the speaker had sent to the room earlier in the day. The seating was arranged so that the speaker could see all of the audience, so he arranged his notes on the lectern and began his presentation at the prescribed time.

ROOM MANAGEMENT			
—No Distracting Elements	—1	0	+1
—Seating	—1	0	+1
—Temp/Ventilation	—1	0	+1

Check and Correct Your Answers

Now review the items under ROOM MANAGEMENT:

REMEMBER...

<i>For Item</i>	<i>Acceptable Behavior</i>
No Distracting Elements →	Prior to presentation, remove or control distracting elements.
Seating →	Adjust seating to ensure that all the audience can see and hear.
Temp/Ventilation →	Adjust temperature to 68°-72°. Provide for adequate ventilation.

Acceptable performance for all items on the Checklist has now been discussed. You have rated the items singly and in groups.

Now read the following description and, using the Checklist on the opposite page, rate the speaker on the various items on the Checklist.

OCCASION: Mr. Parker has been asked to take part in the Awards Banquet for the Blake High School Wrestling Team. Since there are other speakers, he has been allowed 30 minutes for his part of the program. His outline indicates that he will talk about the history of wrestling, make the awards, and present a plaque to the coach.

AUDIENCE: Wrestling team members and their parents—wearing suits, sport jackets, etc.

SPEAKER: Mr. Parker—wearing a dark suit, white shirt, and subdued striped tie. The bowl of a pipe protrudes from his breast pocket, and some papers are sticking out from another pocket.

Mr. Parker arrived 20 minutes early, and along with the school principal, checked the room. He asked to have two tables moved to a different angle because it would have been difficult for the people seated there to see. The room seemed a little cool, but he decided that when occupied the temperature would be right. By closing two doors, he eliminated the noise from the hall.

At 8:30 p.m. Mr. Parker was introduced by the school principal. (There was no lectern, so Mr. Parker delivered his presentation from his place at the head table.) He stood, looked carefully about the room, and when the audience was looking at him, began talking. He was smiling as he looked at various persons in the audience. Although he stood very straight, he appeared to be at ease.

Mr. Parker rarely looked at his notes as he talked about the history of wrestling, which he traced by citing specific incidents occurring from the Old Testament period through modern times. When describing a Biblical wrestling match, Mr. Parker grasped one hand with the other to show some wrestling grips. All of the audience enjoyed seeing the way it was done.

Mr. Parker spoke in a very slow but distinct monotone; his speech was obviously rehearsed. Each time he finished a statement, he cleared his throat and shrugged his shoulders to settle his coat.

After giving the background of wrestling, Mr. Parker made the awards to the players. At one point there was a slight commotion in one segment of the audience. Mr. Parker stopped and said, "Have I forgotten someone?" One of the boys said that Bill Smith had not been given his award. Mr. Parker looked at his list and said, "Thank you, young man, for helping me. This is an important occasion, and I don't want to leave anyone out, especially Bill. I know he is a fine wrestler."

After giving Bill his award, Mr. Parker presented the coach with a plaque and summarized the highlights of his speech quickly. When he sat down, it was 10 minutes after 9 p.m.

Check and Correct Your Answers

Finish _____
 Start _____
 Speaking Time _____

Mr. Parker at Wrestling Banquet
EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 * +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		
—Volume Audible	-1 0 +1		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		
BODY ACTIVITY			
—Effective Gestures	-1 0 +1		
—No Distracting Mannerisms	-1 0 +1		
—Posture	-1 0 +1		
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 * +1		
—Out of Sight When Not in Use	-1 * +1		
—Audible/Visible	-1 0 +1		
—Time to Absorb	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 +1		
—Time	-1 * +1		
—Knowledge of Presentation	-1 0 +1		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 +1		
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL _____

The list below summarizes all you have learned in PART I: HOW TO RATE PRESENTATIONS. Read the entire list carefully before going on to PART II: VIEW AND RATE PRESENTATIONS:

SUMMARY OF ACCEPTABLE BEHAVIOR

APPEARANCE

- Clothing Suitable————→ Wear clothing that conforms to that worn by the audience, is conservative, and is at the more formal end of range of dress worn by the audience.
- No Distractions————→ Avoid wearing or bringing anything to the lectern that may distract the audience's attention.

CONTACT WITH AUDIENCE

- Gained Attention————→ Pause and look at audience before speaking.
Use relevant "attention getters."
Never use any method that would offend the audience.
- Established Eye Contact————→ Look directly into someone's eyes during introduction.
- Maintained Eye Contact————→ Look into someone's eyes except when referring to notes or quotes.
- Utilized Feedback————→ Adjust presentation when necessary.
(Audience reaction to speaker's presentation)
- Answered Questions Properly————→ Restate the question.
Narrow the question if necessary.
Answer if possible.
Ask if the question has been answered.
Postpone unrelated questions until after the presentation.

VOICE

- Variety————→ Use variety in speed, pitch, or volume to improve your presentation.
- Volume Audible————→ Make certain that the entire audience is able to hear you.
Use voice amplification when necessary.
- No Vocalized Pauses————→ Use silent pauses instead.
("Ers," "ahs," throat clearings, etc.)

SUMMARY (continued)

BODY ACTIVITY

- Effective Gestures —————→ Use gestures that are visible to entire audience, are natural, and contribute to the verbal point being made.
- No Distracting Mannerisms —————→ Do not repeat unrelated gestures.
- Posture —————→ Be relaxed and able to move away from the lectern.

AIDS

- Needed —————→ Use an aid if:
 - it will help the audience understand the point;
 - words might evoke different images for different people;
 - a high level of retention is desired.
- Ready to Use —————→ Have aids set up and tested.
Have aids in correct order with all material needed.
- Out of Sight When Not in Use —————→ Make aids as inconspicuous as possible except when being used.
- Audible/Visible —————→ Make certain that the entire audience can see and hear the aids.
- Time to Absorb —————→ Tell the audience the significance of the aid and give them time to absorb it.
- Proper Presentation of Aid —————→ Talk to the audience, not to the aid; do not read the aid, and present it smoothly.

SUMMARY (continued)

CONTENT

- Followed Outline —————→ Cover what is prepared—no more and no less.
- Time —————→ Do not deviate more than 1 minute for each 10 minutes of speaking time.
- Knowledge of Presentation —————→ Have new information which you can substantiate. Pronounce all technical words correctly. Talk instead of read to the audience.

ROOM MANAGEMENT

- No Distracting Elements —————→ Eliminate any competing element from the room.
- Seating —————→ Arrange seating or the lectern so that all the audience can see and hear.
- Temp/Ventilation —————→ Adjust temperature to 68°-72°.
Provide, if possible, for adequate ventilation.

PART II: VIEW AND RATE PRESENTATIONS

Now that you are familiar with the items on the Evaluation Checklist and have learned the scoring techniques, you are ready to use that knowledge.

Being able to identify effective and ineffective presentation techniques will help you avoid many of the errors commonly made by inexperienced speakers. Therefore, to develop the critiquing skills you learned in PART I, you will use a series of filmed speeches. You will view each filmed presentation, rate it on an Evaluation Checklist, and then compare your ratings with the Master Critique for that presentation.

Because of the subjective nature of many of these ratings, two correct ratings are given for some items on the Master Critique. In these cases, if you circle the incorrect rating, or if you draw a line through an item that is rated on the Master Critique, you should record **ONE** deviation point for that item.

BEFORE PROCEEDING

PREPARE THE PROJECTOR, FOLLOWING THE MANUFACTURER'S DIRECTIONS FOR THREADING THE FILM AND SETTING THE SOUND LEVEL.

CHECK THE SCREEN ANGLE AND LIGHTING CONDITIONS TO BE CERTAIN YOU CAN SEE THE FILM.

SPEECH NO. 1

This page and the opposite page contain the information you will need to **VIEW** and **RATE** Speech No. 1.

First, take an Evaluation Checklist from the back of this booklet; then, **READ** Steps 1-5 completely before beginning Step 1.

Step 1—Read through the outline on the opposite page once or twice to familiarize yourself with it.

Step 2—Turn on the projector and **VIEW** the presentation.

REMEMBER:

Record the **Start time**.

Look for "Gained Attention" and "Established Eye Contact" at the beginning of the presentation (you may want to record those ratings immediately).

Step 3—Record the **Finish time** and complete your ratings for all applicable items.

NOTE: Because these are films and not face-to-face presentations, you will not be able to rate the speakers on all items of "Room Management."

Step 4—Compare your ratings with the Master Critique in the Answer Booklet and **DETERMINE** your total deviation.

Step 5—If, after comparing your ratings with the Master Critique, you understand the rationale for the ratings that you missed, go **NOW** to Page 78 for instructions for viewing Speech No. 2.

OR

If you are still unsure about the reason for a rating that you missed, go back to **PART I** and review the material for that item. After your review is completed, go to Page 78 for instructions for viewing Speech No. 2.

SPEECH NO. 1 OUTLINE*

Title: Community Nursing

Time Allotted: 6 minutes

Occasion: Presentation to an evening meeting of a nurses' association

Introduction (omitted)

I. Problems in community nursing

A. Broken appointments

B. Failure to follow through

II. Solutions to these problems

A. More available services

B. Post-interview sessions

Conclusion (omitted)

*The introduction and conclusion are not written out.

SPEECH NO. 2

This page and the opposite page contain the information you will need to VIEW and RATE Speech No. 2.

First, take an Evaluation Checklist from the back of this booklet; then READ Steps 1-5 completely before beginning Step 1.

Step 1—Read the outline on the opposite page once or twice to familiarize yourself with it.

Step 2—Turn on the projector and VIEW the presentation. Again, record the Start time; notice eye contact and audience attention at the beginning of the presentation.

Step 3—Record the Finish time and complete your ratings for all applicable items.

Step 4—Compare your ratings with the Master Critique in the Answer Booklet and DETERMINE your total deviation.

Step 5—If, after comparing your ratings with the Master Critique, you understand the rationale for the ratings that you missed, go NOW to Page 80 for instructions for viewing Speech No. 3.

OR

If you are still unsure about the reason for a rating that you missed, go back to PART I and review the material for that item.

After your review is completed, go to Page 80 for instructions for viewing Speech No. 3.

SPEECH NO. 2 OUTLINE*

Title: Health Mobilization Training

Time Allotted: 6 minutes

Occasion: Presentation to professional Public Health workers

Introduction (omitted)

- I. Training for survival
- II. Recipients of training
 - A. Sanitarians
 - B. Dairy fieldmen
 - C. Water company personnel
- III. The problem areas that training should cover
 - A. Specific problems (show aid)
 - B. Pre- and postattack planning
 - C. Field improvisations

Conclusion (omitted)

*The introduction and conclusion are not written out.

SPEECH NO. 3

WAS YOUR TOTAL DEVIATION ON THE FIRST TWO PRESENTATIONS
10 POINTS OR LESS FOR EACH PRESENTATION?

- If YES, you are ready to GIVE your own speech. You should **rewind** the film, place it in its container, and go to Page 83 for further instructions.
- If NO, detach an Evaluation Checklist from the back of this booklet; read Steps 1-5 before proceeding with Step 1.

Step 1—Read the outline on the opposite page once or twice to familiarize yourself with it.

Step 2—Turn on the projector and VIEW the presentation.

Step 3—Complete your rating for all applicable items.

Step 4—Compare your ratings with the Master Critique in the Answer Booklet and DETERMINE your total deviation.

Step 5—If, after comparing your ratings with the Master Critique, you understand the rationale for the ratings that you missed, go NOW to Page 83 for further instructions.

OR

If you are still unsure about the reason for a rating that you missed, go back to PART I and review the material for that item.

After your review is completed, go to Page 83 for further instructions.

SPEECH NO. 3 OUTLINE*

Title: Food Sanitation Programs

Time Allotted: 6 minutes

Occasion: Presentation to professional sanitarians

Introduction (omitted)

- I. Enlistment of support from Public Health workers
 - A. Information on objectives and activities
 - B. Request for referrals
- II. Education of the public
 - A. Pathogens and susceptible foods
 - B. Use of mass media
- III. Work with the food service industry

Conclusion (omitted)

*The introduction and conclusion are not written out.

PART III: GIVE PRESENTATIONS

Now that you have developed your critiquing skills and are able to recognize effective and ineffective presentation techniques, you are ready to begin improving your own presentation skills.

Self-improvement is a long-term project; there are no short cuts. The main ingredients in the improvement process are frequent presentations, valid critiques, and motivated practice. This *Lesson* provides the first two ingredients; you must supply the third.

In this part of the *Lesson*, you will follow this procedure:

- GIVE your prepared presentation to an audience of at least five people.
- Have a "buddy" RATE your presentation or rate it yourself using a videotape recorder.
- USE the CORRECTIVE EXERCISES in PART IV for any item rated "—1."

You will repeat this procedure until you are able to give a presentation without being rated "—1" on any item.

Seeing yourself perform is the best method of self-improvement. Therefore, you should videotape your presentation if at all possible. Then you will be able to rate your own performance.

If a videotape recorder is not available, follow the "Buddy System" outlined on the following page.

The Buddy System

If you do not have a videotape recorder available, you can arrange to have another person, a "buddy," rate your presentation.

The ideal buddy is a person who is also taking this *Lesson* on presentation techniques, but someone who has gone through PARTS I and II of this *Lesson* will qualify. If there is no one available who has taken PARTS I and II, anyone you choose may serve as your buddy.

Follow this procedure:

1. Have the buddy complete PARTS I and II of this *Lesson*. If this is not possible, have him read the instructions for using the Evaluation Checklist on Pages 2-7.
2. Provide the buddy with the following details of your speech:
 - a description of the occasion (for example, "Assume that I am making this presentation to a group of sanitarians during an afternoon meeting.")
 - the purpose of your presentation (for example, "I want to inform my audience about the new techniques in vector control," or "I want to persuade my audience to have their immunizations updated.")
 - a stated time limit for your presentation (for example, "The time limit will be 7 minutes.")
 - a written outline of your presentation that lists the main points you will discuss but without the written-out Introduction and Conclusion, similar to the outlines used in PART II of this *Lesson*.
3. Encourage the buddy to be candid in his evaluations; let him know that his comments and criticisms are needed for your progress. (After all, if you were an accomplished speaker, you wouldn't be taking this *Lesson*.)
4. A buddy's comments should be specific and include:
 - when and what you did incorrectly, and
 - what you did *correctly*—this is as necessary as pointing out your faults.
5. If possible, make a voice recording of your presentation (any small tape recorder or cassette will do); listen to the recording as soon as possible.

GO NOW TO THE NEXT PAGE AND FOLLOW THE INSTRUCTIONS FOR GIVING AND RATING YOUR PRESENTATION.

TO GIVE AND RATE YOUR PRESENTATION, READ THROUGH ONCE COMPLETELY, THEN FOLLOW STEP-BY-STEP THE INSTRUCTIONS BELOW:

Step 1—You should have an organized outline that meets the following requirements:

- approximately 5-10 minutes needed for delivery
- the occasion and purpose stated
- the Introduction and Conclusion written out completely
- the Body (main points) given in outline form only

Your presentation should include a planned question-and-answer period, which must be included in the time limit, and the use of aids if they are needed.

Step 2—Get together with the buddy who will be rating you—OR—if you are using a videotape recorder, prepare it for use.

Step 3—Take an Evaluation Checklist from the back of this booklet. If a buddy is rating you, give him the Checklist and the details of your presentation as specified in the "Buddy System" on Page 84. (Allow a few minutes so that he can familiarize himself with the information.)

Step 4—Make your presentation to an audience of at least five people.

Step 5—If a buddy is rating you, he should complete the Evaluation Checklist ratings. (If you recorded your voice, listen to the recording as soon as the buddy has completed his rating.) If you videotaped your presentation, rerun it now and rate yourself on the Checklist.

Step 6—Now look at the completed Evaluation Checklist for your presentation; place a check (✓) by each item that was rated "—1."

Step 7—If you checked any items, go now to Page 87.

OR

—If you did not check any items, go now to Page 107.

Step 8—When you have completed all the necessary corrective material, go back to STEP 1 and make your presentation again (following the same step-by-step procedure).

PART IV: CORRECTIVE EXERCISES

A check (✓) on any item indicates you need further practice in that area. Refer to Page 88 and go through the corrective section for each item that you checked.

For any section that calls for a buddy, have the same person participate who rated your presentation in PART III. If you used a videotape recorder in PART III, have a person who has taken PARTS I and II of this *Lesson* (or someone else if there is no one who has gone through PARTS I and II available) serve as your buddy. DO THIS NOW.

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APPEARANCE

Clothing Suitable

Since you want the audience to concentrate on what you are saying, rather than on what you are wearing, **simplicity** and **conservatism** are the key words in your clothing. Since fashions change so often, the only specific guide can be current standards of dress. Remember that your clothing must **conform** to that worn by the audience, and it should be at the **more formal end** of the range of dress worn by the audience.

Men: If you are wearing a coat and you discover, after arriving, that no other men are wearing coats, you may take yours off. Also, if no one else is wearing a tie, you may remove yours. If the room is so warm that wearing a coat is uncomfortable, you may remove yours and indicate to audience members that they may do the same.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

No Distractions

Before you leave for any speaking occasion, stand in front of a full-length mirror and check your appearance with a critical eye. If possible, have someone else check your appearance just prior to the presentation. If you see anything that might be distracting, correct the problem.

Look very closely for these distractions and correct any you find:

- shiny objects
- poor grooming
- noisy or flashy jewelry
- bulging pockets
- items in breast pocket
- unbuttoned coat

Make sure you have removed all loose change and keys from your pockets.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

CONTACT WITH AUDIENCE

Gained Attention

Getting your audience's attention BEFORE you begin your presentation is crucial to the success of your presentation. Wait for audience members to have a chance to see that you are ready—give them a few minutes to sit down or quiet down.

After 2 or 3 minutes, if the audience is not quiet, use one of the following suggestions:

- Say "May we get started?" (But don't start the presentation until they are ready.)
- Ask a few people on the front row to pass the word back that it is time to start.
- If the presentation starts with a projected visual, dim the lights.
- For a still noisy audience, a very effective technique is to sit down until they are quiet.

Once the audience is quiet, you should begin with something that will stimulate their interest—a *related* story, a startling statement, or an aid. However, you should NEVER use artificial attention getters (gimmicks that have nothing to do with the subject of the presentation).

Make the presentation that you gave in PART III to an audience of at least five people. Ask them to talk among themselves until you use an appropriate method of gaining their attention.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Established Eye Contact

One of the most essential aspects of a presentation is eye contact. If you are looking at your audience, they are more likely to look at you and pay attention to what you are saying.

Make sure you know the opening of your presentation well enough not to need notes or reference materials. This not only will leave you free to look at the audience, but the assurance that you know your material will reduce nervousness and give you confidence.

Select one or two specific people on the front to look at during the introduction. You should let them know in advance that you will be looking at them in order to avoid making them feel conspicuous and uncomfortable.

Make the presentation that you have in PART III to a buddy. Look him in the eye as you introduce your topic. If he indicates that you did not establish eye contact at the beginning of your presentation, continue practicing until you do.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Maintained Eye Contact

Once eye contact has been established, it must be maintained throughout the presentation except when you are referring *briefly* to your notes or reading a quotation.

Force yourself to work to quarters of the room, but guard against constant eye movement. When looking in one particular quarter, pick three or four people in that quarter and look at each of them individually. Then move to another quarter and repeat the procedure. To remind yourself that it is time for an eye shift, put cue marks on your notes.

Make the presentation that you gave in PART III to a group of five or more people. Ask them beforehand either to hold up their hands or to leave the room if they feel ignored.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Utilized Feedback

You must be aware of audience reactions to your presentations, and you can be if you maintain good eye contact.

When feedback from the audience indicates a loss of attention (restless movements, bored expressions, etc.), you should first check to make sure you can be heard. Ask if those on the back row can hear you. If possible, by prearrangement, have a friend sit on the back row and give a signal if he cannot hear you.

If volume is not the problem, you should try restating your ideas in other terms, either simpler or more complex, or using a relevant quotation, witticism, etc.

If the audience looks puzzled about a statement you have made, find out what the problem is. For example, you might say, "Judging by audience reaction, I may have created some confusion. How may I clarify this for you?"

REMEMBER . . .

Establish and maintain eye contact or you will miss audience feedback.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Answered Questions Properly

Often, audience members want some information that is not included in the presentation itself. When this happens, make sure you listen carefully to the intent of the question. If you cannot hear or do not understand, say so and get a restatement of the question.

Answer the specific question asked—do not use this time to give unrelated information.

If the question is not related to the presentation, suggest that the person remain after the presentation to discuss the question. For example, you might say, "I'll be happy to talk to you after the presentation. Your question really concerns another area that we don't have time to cover now."

If the question is related:

1. Restate the question in one sentence, if possible, so that all the audience will know what was asked. This also gives you time to organize your thoughts.
2. Answer the question if possible. If you cannot answer it, admit it, and see if anyone in the audience can help. If no one can, tell the audience you will find out and inform them later if possible.
3. When you have finished answering the question, *always* check to make sure you have answered it.
 - If not, ask someone in the audience to help (the same answer in other words might be sufficient).
 - If not, but an additional answer would be lengthy, say so and ask if you could discuss it after the presentation.

Make the presentation that you gave in PART III to an audience of five or more *outgoing* people who are interested in your topic. Request that they ask questions during the presentation and in the question-and-answer period. Have a buddy rate you on "Answered Questions Properly."

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

VOICE

Variety

Speed: The speed or rate of delivery of a presentation should be changed to emphasize or de-emphasize material. A lack of variety in speed results in a dull, dreary voice that may induce sleep or produce anger and frustration. Rate can be changed by long or short pauses and by speaking phrases slowly or rapidly.

Pauses are an especially good way to increase voice variety. A good way to remind yourself to pause is to put cue marks on your notes following statements that you wish to give special emphasis. When making your presentation, pause at these places for about 8-10 seconds and time yourself by counting silently. Although this may seem like a very long period of silence when you are standing in front of an audience, it will make your talk more varied and effective.

Pitch: In making a presentation, you should use changes in pitch to convey meaning as you would in normal conversation. Varying pitch helps the audience to pay attention to those points that you consider very important, and it also stimulates their interest.

For practice in varying pitch, give aloud the speech that you gave in PART III. Use three different pitches, your normal one, one higher than normal, and one lower. Change your pitch every 10 to 20 seconds in this practice session.

Volume: While your volume, of necessity, will be louder than that used in ordinary conversation, it can and *should* be varied. Raising or lowering volume is an excellent way to emphasize important points, and this helps to prevent monotony in your voice.

Make your presentation from PART III¹ to a buddy and in this practice session, follow this procedure:

- At the end of each statement, pause 3-4 seconds.
- Following statements you wish to emphasize, pause 8-10 seconds (have cue marks inserted in your notes).
- Practice the three pitches again, this time changing your pitch at verbal commas or pauses.
- Raise or lower your volume to emphasize significant statements.

Ask the buddy to comment on your voice variety as you are speaking.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Volume Audible

If your voice cannot be heard at the back of the room, you might as well not give the presentation. Audiences are notoriously short on patience; they will strain to hear you for a few minutes only. Then they simply pay no attention, and you have lost them; regaining their attention is nearly impossible.

The voice of ordinary conversation is seldom satisfactory for public speaking. Restrained volume and sloppy articulation will result in your audience's not hearing you.

When making a presentation, have a friend in the back of the room with a prearranged signal to indicate that you need to increase your volume. If a soft voice causes a persistent problem, do not make a speech without voice amplification.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

No Vocalized Pauses

("Ers," "ahs," throat clearings, etc.)

The speaker who vocalizes a pause is really saying, "I don't know what to say." There is only one way to eliminate the "ers," "ahs," and other nervous speech mannerisms—SAY NOTHING. Don't be afraid of silence at the lectern; a silent pause is a *superb* speech aid. Simply remain silent during those moments when you are mentally organizing your thoughts.

Make the presentation that you gave in PART III to a buddy and have him ring a bell, raise his hand, or give some other prearranged signal whenever you vocalize a pause. Concentrate on eliminating these distracting sounds. Record your presentation, if possible, and listen to your recording immediately after you have finished speaking. Continue practicing until you have given your presentation without distracting vocalized pauses.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

BODY ACTIVITY

Effective Gestures

In normal conversation a person uses his body to help him express his ideas and feelings without consciously trying to do so. Yet, frequently when people get on the speaking platform, they seem to freeze and make only half-hearted, inhibited gestures. Learn what your natural gestures are by observing yourself during conversation, and do not be afraid to use them when talking to a group.

Having confidence in yourself can eliminate fear and overuse of notes, two main factors which tend to suppress normal gestures when making a presentation. To gain this needed confidence, spend more time preparing and rehearsing your presentation.

Practice the presentation that you gave in PART III now for a buddy. As you speak, concentrate on getting him involved in the subject. Ask him to comment on your use of gestures as you are making your presentation.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

No Distracting Mannerisms

When you are on the speaking platform, everything you do is magnified. Individual mannerisms, such as removing and replacing eyeglasses, smoothing hair, or adjusting clothing, may be inconspicuous in everyday conversation, but they become distracting focal points when you are making a presentation.

List the distracting mannerisms that you used in your presentation in PART III, either according to the buddy's observations or your own if you used a videotape recorder. Pick out your most distracting mannerism and work to eliminate it as you make your presentation from PART III again to an audience of at least five people including a buddy. Have the buddy ring a bell, raise his hand, or give some other prearranged signal whenever you use this mannerism.

Continue practicing your presentation and concentrate on eliminating other distracting mannerisms until you have made your presentation without using any of them.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Posture

Poor posture, aside from being a possible distraction in itself, can also muffle the speaker's voice, making it hard for the audience to hear, and can make eye contact difficult.

While you are speaking, your posture should be your **unassisted, natural carriage**. You should stand alone without leaning on the lectern or perching on a table. You should be erect, but relaxed, and feel free to move away from the lectern.

Make the presentation that you gave in PART III to a buddy and have him point out as you are speaking any time that your posture detracts from your presentation. Continue practicing until you have given your speech with no posture detractions.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

AIDS

Needed

Being able to recognize whether or not an aid is needed is crucial to the success of a presentation. When considering the use of an aid, ask yourself these questions:

1. Can the point be made better visually than verbally (will it be easier for the audience to understand)?
2. Do the words evoke different images for different people?
3. Is a high level of retention desired?

If you answer "No" to all the above questions, an aid is not needed. If you answer "Yes" to any of them, you should develop an aid which satisfies the specific need.

After preparing an aid, try it out on a group of two or three people. Give the presentation that you gave in PART III without and then with the aid. Find out from the group if, in their opinion, the aid improved or detracted from the presentation and if it served its purpose.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Ready to Use

To ensure a smooth presentation with no delays that would divert your audience's attention, all aids should be set up in the room and ready to use before the audience arrives.

Remember these points when setting up aids:

- Projected aids are in the machine and tested.
- The projector is focused and placed so that it will not block the view of the audience.
- The sound level is appropriate for the size of the room.
- Slides, overhead projectuals, and charts are arranged in correct order.
- Demonstration objects are set up, in order, and placed so that they can easily be reached.

Allow sufficient time before the presentation to get your aids ready for use. If your setup is elaborate and time-consuming, schedule your talk to allow yourself enough time.

If set-up time is not available and the aids are not crucial, or the points to be made by the aids are not crucial, delete the aids from that session.

If the use of aids is crucial and advance setup is not possible, explain the problem to the audience, ask for their patience, and set up the aids. If there is some circumstance preventing the use of an aid (for example, the movie projector is broken) and the aid is *crucial*, explain the situation to the audience and postpone the presentation.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Out of Sight When Not in Use

Whenever aids are included in a presentation, you must keep them out of sight when you are not using them. Otherwise, the aid may divert the audience's attention; instead of listening to you, they will be looking at the aid. If an aid is too bulky or awkward to conceal completely, make it as inconspicuous as possible.

Use these guidelines for keeping aids out of sight when not in use:

- Provide a blank cover sheet for posters or charts.
- Organize flip charts with blank pages to act as cover sheets if there is unrelated verbal text in your presentation.
- Put object aids behind the lectern or in an inconspicuous place.
- Turn off the overhead projector.
- Insert a cardboard blank to separate series of slides.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Audible/Visible

If an aid is not audible and/or visible to the audience, it will detract from a presentation rather than add to it. Therefore, in order to make certain that this is not the case, you should pretest all aids in the room where you will make the presentation. Have a friend sit in various parts of the room to make sure that he can see and/or hear properly in any area. Remember that more sound level is required in a room full of people than in the empty room you pretest in. Tone controls set to maximum treble usually help sound to carry better.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Time to Absorb

There is little point in presenting an aid if the audience is not given sufficient time to absorb its significance. You should point out to the audience what to look for either before or during the presentation of an aid.

By maintaining eye contact with the audience, you can tell when they have had enough time to absorb an aid. When their eyes are on you or something else in the room besides the aid, they are ready for you to continue with your presentation.

For practice in allowing enough time for an aid to be absorbed, make the presentation you gave in PART III to an audience of at least five people. Ask all but one of the audience members to raise their hands when they feel they understand the point being made by the aid. Ask the other audience member to record the time that elapses between the presentation of the aid and the time that the last member of the group raises his hand.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Proper Presentation of Aid

In order that the audience obtain full benefit from an aid, it must be presented properly. The speaker must keep his attention directed to the AUDIENCE and must present the aid smoothly.

You may break eye contact only long enough to display the aid or to locate a point of significance for the audience. NEVER turn your back to the audience while discussing the aid. If you *must* turn your back for a moment, stop talking until you are facing the audience again.

In order to present the aid with a minimum of distractions, you must be able to operate the equipment. Practice beforehand until you can present the aid smoothly. Never wave or waggle a pointer, and put it down when you have finished using it.

Make the presentation that you gave in PART III to an audience of at least five people, including a buddy. Have the buddy point out as you are speaking any times when your presentation is not smooth, and work on correcting these problems.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

CONTENT

Followed Outline

The time to make changes in your presentation is while you are preparing it, NOT while you are presenting it. Careful preparation and an organized set of notes will ensure that you say what you came to say.

You must spend enough time in rehearsal so that you will not overuse your notes. Overwritten outlines should be shortened so that only the key words are written down. This will prevent reading of notes but still enable you to include all the main points in their proper sequence.

Your lecture notes should be organized with:

1. Pages numbered—
If you drop your notes, it is a simple matter to get them in order again.
2. Major points identified—
Use underlining, ALL CAPITALS, or BOTH.
3. Cues for aids inserted—
Indicate the particular aid to be used.

Practice giving your presentation to a buddy until you have the order firmly in mind and can present it smoothly.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Time

A speaker has a responsibility, both to the audience and to any other speakers on the program, to make his presentation fit the scheduled time. A speaker should deviate no more than 1 minute for every 10 minutes allotted time.

You should time your presentation while rehearsing it **ALoud** with any aids you plan to use. During the actual presentation, you should pay attention to the time or have a friend give a signal at a prearranged time.

Remember that questions from the audience must be kept within the scheduled time.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

Knowledge of Presentation

As a speaker it is your responsibility to **KNOW** your topic and the composition of your audience. Make sure that you relate your level of knowledge to that of the audience and that you present that part of your knowledge that would be of value to them. Thorough prelecture research will prevent you from wasting your time and that of the audience. You should practice your presentation until you can give it without reading it or depending too heavily on your notes.

Aside from careful research and sufficient rehearsal, follow these guidelines when preparing a presentation:

1. If the presentation is given regularly, make sure of technical updates.
2. Make sure of the correct pronunciation of technical words.
3. Know your sources of information; be able to name periodicals, books, authors.

Find out from your buddy what your knowledge problems were and practice the presentation you gave in **PART III** until you have eliminated them.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

ROOM MANAGEMENT

No Distracting Elements, Seating, Temp/Ventilation

Before making a presentation, you should personally check the room to make sure that:

- There is adequate ventilation.
- The room temperature is between 68° and 72°.
- The seating is arranged so that everyone can see the speaker.
- There are no distracting elements (e.g., unrelated maps or charts, writing on chalkboard, outside noise).

If you are unable personally to arrive in time to check the room, you should have a buddy do so.

If conditions are such that you cannot change them, and they would *significantly interfere* with getting the desired audience response

OR

If these conditions arise after the presentation has begun:

- Move to another location, or
- Postpone the presentation.

If your Checklist indicates that corrective work is needed on other items, return to Page 88 to locate the appropriate sections.

OR

If you have now finished all corrective work, return to Page 85, STEP 8.

You have now completed this *Lesson*, but in order to maximize its value to you, you should give other presentations as soon as possible and as often as possible, paying particular attention to those areas in which you are weak. Only through frequent practice can you continue to improve your presentation skills.

Finish _____

Start _____

Speaking Time _____

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 0 +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		
—Volume Audible	-1 0 +1		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		
BODY ACTIVITY			
—Effective Gestures	-1 0 +1		
—No Distracting Mannerisms	-1 0 +1		
—Posture	-1 0 +1		
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 0 +1		
—Out of Sight When Not in Use	-1 0 +1		
—Audible/Visible	-1 0 +1		
—Time to Absorb	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 +1		
—Time	-1 0 +1		
—Knowledge of Presentation	-1 0 +1		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 +1		
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL _____

Finish _____

Start _____

Speaking Time _____

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 * +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		
—Volume Audible	-1 0 +1		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		
BODY ACTIVITY			
—Effective Gestures	-1 0 +1		
—No Distracting Mannerisms	-1 0 +1		
—Posture	-1 0 +1		
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 * +1		
—Out of Sight When Not in Use	-1 * +1		
—Audible/Visible	-1 0 +1		
—Time to Absorb	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 +1		
—Time	-1 * +1		
—Knowledge of Presentation	-1 0 +1		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 +1		
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL _____

Finish _____

Start _____

Speaking Time _____

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 * +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		
—Volume Audible	-1 0 +1		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		
BODY ACTIVITY			
—Effective Gestures	-1 0 +1		
—No Distracting Mannerisms	-1 0 +1		
—Posture	-1 0 +1		
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 * +1		
—Out of Sight When Not in Use	-1 * +1		
—Audible/Visible	-1 0 +1		
—Time to Absorb	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 +1		
—Time	-1 * +1		
—Knowledge of Presentation	-1 0 +1		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 +1		
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL _____

Finish _____

Start _____

Speaking Time _____

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 * +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		
—Volume Audible	-1 0 +1		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		
BODY ACTIVITY			
—Effective Gestures	-1 0 +1		
—No Distracting Mannerisms	-1 0 +1		
—Posture	-1 0 +1		
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 * +1		
—Out of Sight When Not in Use	-1 * +1		
—Audible/Visible	-1 0 +1		
—Time to Absorb	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 +1		
—Time	-1 * +1		
—Knowledge of Presentation	-1 0 +1		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 +1		
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL _____

Finish _____

Start _____

Speaking Time _____

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 * +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		
—Volume Audible	-1 0 +1		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		
BODY ACTIVITY			
—Effective Gestures	-1 0 +1		
—No Distracting Mannerisms	-1 0 +1		
—Posture	-1 0 +1		
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 * +1		
—Out of Sight When Not in Use	-1 * +1		
—Audible/Visible	-1 0 +1		
—Time to Absorb	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 +1		
—Time	-1 * +1		
—Knowledge of Presentation	-1 0 +1		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 +1		
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL _____

Finish _____

Start _____

Speaking Time _____

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		
—Established Eye Contact	-1 * +1		
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		
—Volume Audible	-1 0 +1		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		
BODY ACTIVITY			
—Effective Gestures	-1 0 +1		
—No Distracting Mannerisms	-1 0 +1		
—Posture	-1 0 +1		
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 * +1		
—Out of Sight When Not in Use	-1 * +1		
—Audible/Visible	-1 0 +1		
—Time to Absorb	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 +1		
—Time	-1 * +1		
—Knowledge of Presentation	-1 0 +1		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 +1		
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL _____

ADMINISTRATOR'S MANUAL

for

The Instructive Communication

EFFECTIVE PRESENTATION
TECHNIQUES

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
Center for Disease Control
Atlanta, Georgia 30333

With this Manual you also received copies of Effective Presentation Techniques and if you requested them, the Lecture Preparation Guide.

Effective Presentation Techniques (which will often be referred to in this Manual as the Lesson) is designed to teach the student what constitutes effective and ineffective public speaking techniques and to strengthen his strong points while minimizing his weaker ones.

The Lesson is divided into four major Parts. You might wish to look through each Part as you read the following descriptions.

- Part I (Pages 1-71), HOW TO RATE PRESENTATIONS, teaches the student what constitutes acceptable presentation techniques and points out common problems in making presentations. The student also learns to use the Evaluation Checklist in rating presentation techniques from written descriptions of different speakers.
- Part II (Pages 73-81), VIEW AND RATE PRESENTATIONS, consists of a series of three filmed speeches. Using the Evaluation Checklist, the student learns to rate speakers in actual speaking situations.
- Part III (Pages 83-85), GIVE PRESENTATIONS, is designed to give the student an opportunity to practice the effective presentation techniques he has studied and to have his presentation techniques critiqued.
- Part IV (Pages 87-105), CORRECTIVE EXERCISES, provides the student with help in correcting his presentation techniques that were marked as deficient in Part III.

To maximize the effectiveness of this Lesson after it has been completed, the student should give presentations as often as possible to practice the skills he will require.

The Lecture Preparation Guide (which will often be referred to as the Guide) was designed to be used EACH TIME it is necessary to prepare a presentation until the student is familiar enough with the procedure to prepare a presentation without detailed instructions. The Guide should be used by the student to prepare the presentation he will give in Part III of the Lesson, unless, in your opinion, the student is already capable of preparing a lecture outline consisting of the following minimum items:

1. Analyze the audience and lecture situation.
2. Write a specific purpose for the lecture (what the lecture is to accomplish).
3. Prepare a lecture outline consisting of an introduction, body (main and supporting points that follow an organized pattern of development), and a summary.
4. Be capable of determining if aids are needed and if so selecting and evaluating appropriate aid.

STEP 1: DISTRIBUTION OF LECTURE PREPARATION GUIDE

In Part III of the Lesson, each student will give a presentation. The Lecture Preparation Guide will assist him in organizing his material for his presentation.

For those students for whom you feel the Guide to be necessary--distribute a copy to each two weeks before the course with instructions. The student should be urged to follow the Guide as closely as possible.

Each student, whether or not they use the Guide should be told to develop an outline containing the following:

- Statement of the occasion and purpose of the presentation.
- The Introduction and Conclusion written out.
- An outline of the Body of the presentation.

The student will use this outline to give his presentation. He should also prepare a second outline that omits the written Introduction and Conclusion; it will be used by the person who rates his presentation techniques.

You may wish to assign a topic and situation (for example, a presentation on new methods in teeth-cleaning given to a monthly meeting of the local dental assistants' organization) or you may leave the choice to the student.

SUMMARY OF STEP 1

WHAT: Distribute Lecture Preparation Guide and instruct students to prepare two copies of an outline for a 5-10 minute presentation.

WHEN: Two weeks before course date.

STEP 2: OVERVIEW OF ADMINISTERING EFFECTIVE PRESENTATION TECHNIQUES

During the two-week interval between the distribution of the Guide and/or giving the student assignments and the scheduled course date, you should make the following arrangements for each Part of the Lesson to expedite its actual administration.

Part I: HOW TO RATE PRESENTATIONS

Determine where Part I is to be administered. If only one or two students are involved, any quiet work area, free from distractions (such as a private office) will be sufficient.

If the Lesson is to be administered in a group setting, you will need to arrange for a room with sufficient desks or tables to seat the group. The room would be needed for approximately three hours.

If possible, pick a room in which it would be suitable to show a 16 mm movie so that the same room could be used throughout.

Part II: VIEW AND RATE PRESENTATIONS

You should divide the students into groups at this time. It is recommended that the students be divided into groups of six or less to view the film. Experience has shown that students in larger groups tend to consult each other in this portion of the Lesson.

Part II should be administered within 24 hours of Part I to provide students with continuity between learning to use the Evaluation Checklist and actually using it to rate a speaker (not just a written description of a speaker).

You will need to arrange for the use of a room suitable for showing a film, a 16 mm projector and competent operator, and a screen. These should be available for a specific time within 24 hours of the time scheduled for Part I of the Lesson and will be needed for approximately one hour per group of six students.

PART III: (GIVE PRESENTATIONS) AND IV (CORRECTIVE EXERCISES)

Parts III and IV should be administered consecutively. Each student should make his presentation, receive his rating, perform the Corrective Exercises indicated by deficient behaviors (-1 ratings), and then repeat his presentation.

The rating of presentation techniques can be handled in one of three ways:

1. Group System

Each student taking the Lesson will rate the presentation of each other student in his group. In addition, one of the student raters will have the speech outline of the current speaker--minus the written out introduction and conclusion--in order to see if the speaker follows the outline.

2. "Buddy" System

If only one student is taking the Lesson, you will need to find someone to serve as his "buddy". It is strongly urged that the person take Parts I and II before evaluating the students presentation techniques.

The "buddy" would also assist in those Corrective Exercises (Part IV) that require the assistance of another person.

3. Videotape Recorder

If a videotape recorder is available, the student could rate his own presentation techniques from the recording, perform the necessary Corrective Exercises, and repeat the process. In those Corrective Exercises that require a "buddy," someone from the audience should be asked to serve as the "buddy."

NOTE: No matter which of the three systems is used, the speaker must have an audience of at least five people anytime the student makes a presentation.

SUMMARY OF STEP 2

WHAT: Make room arrangements for each Part of the Lesson.

Reserve a 16 mm projector for Part II and videotape recorder (if appropriate) for Parts III and IV. Arrange for the services of a competent operator.

Make plans to divide students into groups of six or less for Part II. Decide if the same groups will be used for Parts III and IV.

Make arrangements for a "buddy" to be available for Parts III and IV if only one student is taking the Lesson. Have the "buddy" take Parts I and II of the Lesson.

Arrange for an audience of at least five persons to hear the presentations.

WHEN: During the two-week interval between distribution of the Guide and/or giving the student assignments and the scheduled course date.

STEP 3 ADMINISTRATION OF PART I (HOW TO RATE PRESENTATIONS)

On the scheduled course date, distribute Effective Presentation Techniques to the students IF the following conditions have been met:

- (1) The film for Part II has arrived, and
- (2) The students have completed their presentation outlines.
(If some students show up without the necessary outline, reschedule them for a subsequent session).

DO NOT distribute the Lesson until BOTH requirements have been met.

NOTE: If the film has not arrived, contact:
Center for Disease Control
Attn: Instructional Systems Division
Bureau of Training
Atlanta, Georgia 30333
(404) 633-3311, ext. 6503

Instruct the students to complete only Part I. Each student should understand that he should work independently and at his own best rate.

Instruct students to meet in groups of six or less for Part II.

Part I should take approximately 1½ to 3 hours.

SUMMARY OF STEP 3

WHAT: Distribute Lesson to the students.

Instruct students to take only Part I.

Assign students to groups of six.

WHEN: On scheduled course date if film has arrived and students have completed outlines.

ESTIMATED TIME: 1½ - 3 hours.

STEP 4: ADMINISTRATION OF PART II (VIEW AND RATE PRESENTATIONS)

Within 24 hours after the students have completed Part I, administer Part II. Students should be divided into groups of six or less.

Show Speech No. 1 and have each student rate the speaker's presentation on an Evaluation Checklist from the back of the Lesson. (Stop the projector). He should then compare his ratings with the Master Critique in the Answer Booklet, determine the number of deviation points made and try to determine why his ratings deviated from those on the Master Critique.

When all students have completed their ratings of Speech No. 1 and have determined their total deviations from the Master Critique, show Speech No. 2, following the same procedure.

When Speech No. 2 has been rated and ratings checked, have students determine if their total deviation points for either speech were 10 or more. Those students with 10 or more deviation points on EITHER speech should then view and rate Speech No. 3. Those who do not need to view and rate Speech No. 3 may be excused from the room if you wish.

If any student makes 10 or more deviation points rating Speech No. 3, try to determine the reasons before going on to the next Part of the Lesson. If the student understands why he missed the points, he may continue with Part III. If, however he does not understand why he missed points, he should return to Part I and read those portions concerning the areas he does not understand. At the discretion of you and/or the student the Speeches may be shown again.

Part II should take approximately $\frac{1}{2}$ to 1 hour per group to complete, unless the film is run a second time.

When Part II has been completed, return the film (within five work days) to the address shown on the film container.

SUMMARY OF STEP 4

WHAT: Have students rate the filmed speeches in Part II.

Return the film within five work days.

WHEN: Within 24 hours of the completion of Part I.

ESTIMATED TIME: $\frac{1}{2}$ to 1 hour per group.

7.
STEP 5: ADMINISTRATION OF PARTS III (STUDENT PRESENTATIONS) AND IV
(CORRECTIVE EXERCISES)

Divide the students into groups of six. This number will provide each student with an audience of at least five people. If less than six students are taking the Lesson, you will need to provide an audience of at least five people.

Begin with the first student and have him complete Parts I, II and IV consecutively, using one of the rating systems below:

1. Group System

Distribute copies of the Evaluation Checklist to each student. (Give each student enough Evaluation Checklists to rate each of the other students). The first student speaker gives the copy of his outline on which the Introduction and Conclusion have been omitted to one of the audience members. Using the copy of the outline with the Introduction and Conclusion written out, the student speaker should give his presentation during which each other student will rate the speaker's presentation techniques. The student with the speaker's partial outline is to rate on all appropriate items on the Evaluation Checklist. The remainder of the class should be told to draw a line through "Followed Outline" under CONTENT.

When the first student speaker has finished, collect all the Evaluation Checklists and keep them until the last speaker has finished.

Following the same procedure move on to each student speaker in turn. Give all students their Evaluation Checklist when the last speaker has finished.

Now have each student review his ratings. If he received any ratings of deficient behavior (-1 ratings), the student should perform the Corrective Exercise for that aspect of his presentation techniques. Where Corrective Exercises indicate the need for a "buddy," have another student assist as available.

2. "Buddy System"

The student gives the copy of his outline on which the Introduction and Conclusion have been omitted to his "buddy." Using the copy of the outline with the Introduction and Conclusion written out, the student should give his presentation while his "buddy" rates his presentation techniques on an Evaluation Checklist.*

*NOTE: The "buddy" must read at least Pages 2-7 of the Lesson. It is preferable, however for the buddy to have gone through all of Parts I and II of the Lesson.

When the student completes his presentation, he reviews his ratings. If he received any deficient behavior ratings (-1 rating), the student should complete the appropriate Corrective Exercise. The "buddy" should assist with the Corrective Exercise, where indicated. After completing the Corrective Exercise, have the student again give his presentation for rating by his "buddy".

3. Videotape Recorder

The student gives his presentation using the copy of the outline that has the Introduction and Conclusion written out. The presentation is recorded, and the student then views the recording and rates his own performance, using an Evaluation Checklist from the back of the Lesson. He should perform the Corrective Exercises for those aspects for which he received a -1 rating. If a Corrective Exercise requires the assistance of a "buddy," select someone from the audience to serve as the "buddy."

Each student should, ideally, perform the necessary Corrective Exercises and then repeat his presentation as many times as needed to remove all -1 ratings. With only two or three students, this would be the preferred situation. However, with a large number of students this could become impractical. In this case you may choose to follow the following schedule:

1. All students give their presentations, and are rated. You collect and hold the ratings.
2. When the last speaker has finished, give each student his ratings, and have him perform appropriate Corrective Exercises in class, if this is possible.
3. Tell the students to practice giving their presentation at home that night, and to reassemble the following day for the second group presentation. For those who receive no -1 ratings on this second presentation, fine. For those who do get -1 ratings during the second presentation, suggest that they go through the Corrective Exercises again and encourage them to schedule new presentations to other groups as quickly and as often as possible. It would be very good if a fellow student could "audit" these new presentations to see if appropriate presentation techniques are being used.

Parts III and IV should take $\frac{1}{2}$ to 3 hours per student for the "Buddy" or Videotape method, and from 3-6 hours per student for the Group method.

SUMMARY OF STEP 5

WHAT: Have students complete Parts III and IV of the Lesson (give presentations, have presentations rated, do Corrective Exercises, repeat presentations) until all deficient behaviors (-1 ratings have been removed.)

WHEN: After students complete Part II of the Lesson.

ESTIMATED TIME: $\frac{1}{2}$ - 3 hours per student, or
3-6 hours per student.

STEP 6: EVALUATION

Distribute the Course Evaluation Forms and ask the students to complete them. Collect the forms when completed. Dismiss the students.

Complete the Administrator's Course Evaluation Form.

Place all materials (students may keep the Lecture Preparation Guide and Effective Presentation Techniques) in the envelope provided and mail the materials to:

Center for Disease Control
Attn: Instructional Systems Division
Bureau of Training
Atlanta, Georgia 30333

SUMMARY OF STEP 6

WHAT: Distribute and collect Course Evaluation Forms, complete Administrator's Course Evaluation Form, and mail to Center for Disease Control in envelope provided for your use.

WHEN: After all students have completed Parts III and IV of the Lesson.

ESTIMATED TIME: Approximately $\frac{1}{2}$ hour.

INFORMATION ABOUT ADDITIONAL MATERIALS

An additional Guide that you may find useful is Designing Good Slides. This 55-page self-instructional Guide was developed by the Instructive Communications Activity, Training Program, Center for Disease Control. Designed for use by Public Health professional and technical personnel with a college degree, the Guide should also be a useful aid for other persons who must design 35 mm slides for a formal presentation and who have either observed or participated in a presentation with slides.

Following the Guide and having access to resource material relevant to the subject matter of a presentation, a member of the target population will be able to (1) prepare copy to be used on a slide and eliminate from that copy excess wordage, inappropriate terminology, and grammatical errors; (2) select appropriate photographs to be used as slides; (3) prepare satisfactory rough sketches for slides; and (4) provide the artist with information essential to preparing camera-ready art.

Although these materials are self-instructional, their efficient use with a group of students places certain responsibilities on you as the administrator. On the following pages are detailed descriptions of the tasks that you should perform; there is also a summary listing of these tasks for easy reference. You should read this entire Manual before beginning Step 1. Whenever a specific time range is included in the instructions, you should see that each student gets at least the minimum time suggested.

This Manual was developed for administrators planning to give the Lesson to a group of students, but the same procedures should be followed even if there is only one student, or if the administrator is also the student. It is important that the Parts of the Lesson be taken IN ORDER and that NO PART be omitted.

ADMINISTRATOR'S COURSE EVALUATION

The Lesson your students have just completed has just been recently distributed, and we need to know if any changes should be made in procedures, etc., before we consider the Lesson to be a finished product. We would appreciate your candid remarks to the following questions.

1. Did you follow the exact procedure outlined in the Administrator's Manual?

_____ yes

_____ no (Please explain HOW and WHY you changed the procedure)

2. How many students started the Lesson? _____

Did any fail to complete the Lesson? Yes _____ No _____

How many failed to complete the Lesson? _____

Why did they fail? _____

3. How many of the filmed speeches did your students view (Part II)?

4. Did all the students that viewed the third speech score ten or less deviation points on the third speech? _____

5. What, if anything, did you do to help those students who scored ten or more deviation points on the third speech? _____

6. Were all your students able to remove all -1 ratings from their last presentation evaluation? _____

_____ yes

_____ no (Why?) _____

7. Were you satisfied with the results of the Lesson? _____. If not, what changes would you suggest in the procedure to be followed?

STUDENT'S COURSE EVALUATION

The Lesson you have just completed has just been recently distributed, and we need to know if any changes should be made in procedures, etc., before we consider the Lesson to be a finished product. We would appreciate your candid remarks to the following questions. Return this form to your instructor when you have completed it.

1. Did any part of the Lesson (material, film, presentation evaluation, etc.) confuse you or give you difficulty?

____ no

____ Yes (Explain which part and why) _____

2. Did you complete all four parts of the Lesson? _____ If not, why not? _____

3. Did you view the third speech of the film (Part II)? _____ If so, did you score ten or less deviation points? _____ If your score was more than ten deviation points, did you receive any additional help from your instructor? _____ What? _____

4. Were you satisfied with the evaluation of your final presentation?

____ yes

____ no (Why not?) _____

5. What changes would you suggest to improve the Lesson? _____

6. Prior to taking the Lesson, how many presentations had you made? _____

How many presentations do you plan on making (or how often)? _____

Detach and put with your calendar. Fill in the dates now.

DATE	WHEN TO BE DONE	WHAT NEEDS TO BE DONE	DETAILS ON PAGE:
	2 weeks before course date	●Distribute <u>Lecture Preparation Guide</u> to students and instruct them to prepare an outline for a presentation.	2
	Prior to course	●Make room arrangements. ●Reserve 16mm projector and Videotape recorder (if appropriate). ●Divide class into groups.	3 & 4
	On scheduled course date	●Distribute <u>Effective Presentation Techniques</u>. ●Instruct students to complete Part I.	5
	Within 24 hours of completion of Part I.	●Show film and have students rate speeches (Part II). ●Return film.	6
	When Part II has been completed	●Have students make presentations, have presentations rated (Part III) and then perform Corrective Exercises (Part IV). ●Repeat procedure until all <u>-1</u> ratings are corrected.	7 & 8
	When <u>Lesson</u> has been completed	●Distribute Course Evaluation Forms and collect them when they have been completed. ●Complete the Administrator's Course Evaluation Form. ●Send materials to CDC.	10

Answer Booklet
for
EFFECTIVE PRESENTATION
TECHNIQUES

Put this Answer Booklet aside until you are told to "Check and Correct Your Answers." You should then check your work against the answers in this booklet. Erase and correct any mistakes you make.

PART I: HOW TO RATE PRESENTATIONS

PUT THIS ANSWER BOOKLET ASIDE UNTIL YOU ARE TOLD TO USE IT

ANSWERS FOR PAGE 2

1. Appearance

2. Followed Outline

Time

Knowledge of Presentation

3. -1 0 +1

4. -1 +1

5. ✓ no

PAGE 5

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 <u>0</u> +1		jacket not best choice
—No Distractions	<u>-1</u> 0 +1		name tag is distracting
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 <u>+1</u>		
—Established Eye Contact	-1 * <u>+1</u>		good initial eye contact
—Maintained Eye Contact	<u>-1</u> 0 +1		looked at floor and over audience's heads
—Utilized Feedback (Audience reaction to speaker's presentation)	~~-1~~ 0 ~~+1~~		no feedback evident
—Answered Questions Properly	-1 0 +1		

PAGE 6

Finish 7:55

Start 7:25

Speaking Time 30 Min.

PAGE 8

In the example above you see that the deviation between "0" and "-1" is 1 and the deviation between "+1" and "-1" is 2.

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1	1	
—No Distractions	-1 0 +1	2	pipe in hand
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1	2	
—Established Eye Contact	-1 0 +1	0	
—Maintained Eye Contact	-1 0 +1	1	
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1	1	
—Answered Questions Properly	-1 0 +1	0	

PAGE 11

7 points

PAGE 12

1. the dinner jacket is at the more formal end of the range of dress worn by the audience
2. the solid-colored dress is more conservative
3. the pink lace dress doesn't conform to the audience's clothes

PAGE 13

1.

Item	Ratings
APPEARANCE	
—Clothing Suitable	-1 0 +1
—No Distractions	-1 0 +1

2.

Item	Ratings
APPEARANCE	
—Clothing Suitable	-1 0 +1
—No Distractions	-1 0 +1

1.



2.



3.



*Speaker's grooming is
a distraction*

4.



PAGE 16

1.

APPEARANCE				
—Clothing Suitable	-1	0	(+1)	
—No Distractions	(-1)	0	(+1)	charm bracelet

2.

APPEARANCE				
—Clothing Suitable	-1	0	(+1)	
—No Distractions	-1	0	(+1)	jacket is not really conservative, but is right for this audience

PAGE 19

CONTACT WITH AUDIENCE				
—Gained Attention	(-1)	0	+1	
—Established Eye Contact	-1	*	+1	
—Maintained Eye Contact	-1	0	+1	
—Utilized Feedback (Audience reaction to speaker's presentation)	-1	0	+1	
—Answered Questions Properly	-1	0	+1	speaker should have had the attention of everyone

PAGE 21

- ✓ 1.
- ✓ 2.
- 3.
- ✓ 4.

PAGE 22

CONTACT WITH AUDIENCE				
—Gained Attention	-1	0	(+1)	
—Established Eye Contact	-1	*	(+1)	
—Maintained Eye Contact	-1	0	(+1)	
—Utilized Feedback (Audience reaction to speaker's presentation)	-1	0	+1	
—Answered Questions Properly	-1	0	+1	

CONTACT WITH AUDIENCE			
—Gained Attention	-1	0	+1
—Established Eye Contact	⊖	•	+1
—Maintained Eye Contact	-1	0	⊕
—Utilized Feedback (Audience reaction to speaker's presentation)	-1	0	+1
—Answered Questions Properly	-1	0	+1

CONTACT WITH AUDIENCE			
—Gained Attention	-1	0	+1
—Established Eye Contact	-1	•	+1
—Maintained Eye Contact	-1	0	⊕
—Utilized Feedback (Audience reaction to speaker's presentation)	-1	0	⊕
—Answered Questions Properly	-1	0	+1

CONTACT WITH AUDIENCE			
—Gained Attention	-1	0	+1
—Established Eye Contact	-1	•	+1
—Maintained Eye Contact	-1	0	+1
—Utilized Feedback (Audience reaction to speaker's presentation)	-1	0	⊕
—Answered Questions Properly	-1	0	⊕

EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	⊖ 0 +1		blazer not at more formal end of range of dress, tie not conservative gold buttons are a distraction
—No Distractions	⊖ 0 +1		
CONTACT WITH AUDIENCE			
—Gained Attention	⊖ 0 +1		read while explaining chart, eye contact good after that
—Established Eye Contact	-1 • ⊕		
—Maintained Eye Contact	-1 ⊕ +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	⊖ 0 +1		
—Answered Questions Properly	-1 0 ⊕		

1.	VOICE	
	—Variety (Speed, Pitch, Volume)	$\ominus 0 +1$
	—Volume Audible	$-1 0 +1$
	—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	$-1 0 +1$

2.	VOICE	
	—Variety (Speed, Pitch, Volume)	$-1 0 \oplus 1$
	—Volume Audible	$-1 0 +1$
	—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	$-1 0 +1$

3.

VOICE			
—Variety (Speed, Pitch, Volume)	$-1 \oplus +1$		<i>talked too slowly but otherwise good</i>
—Volume Audible	$-1 0 +1$		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	$-1 0 +1$		

VOICE			
—Variety (Speed, Pitch, Volume)	$\ominus 1 0 +1$		<i>"sing-song" voice</i>
—Volume Audible	$-1 0 \oplus 1$		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	$-1 0 +1$		

VOICE			
—Variety (Speed, Pitch, Volume)	$-1 0 +1$		<i>fixed miki</i>
—Volume Audible	$\ominus 1 0 +1$		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	$-1 \oplus +1$		<i>two "ahs"</i>

1.

BODY ACTIVITY					
—Effective Gestures	-1	0	⊕1		<i>reserved but used occasional effective gestures</i>
—No Distracting Mannerisms	-1	0	+1		
—Posture	-1	0	+1		

2.

BODY ACTIVITY					
—Effective Gestures	-1	⊖0	+1		<i>good gestures except that counting on fingers wasn't visible</i>
—No Distracting Mannerisms	-1	0	+1		
—Posture	-1	0	+1		

3.

BODY ACTIVITY					
—Effective Gestures	⊖1	0	+1		<i>only used timid, slight movements</i>
—No Distracting Mannerisms	-1	0	+1		
—Posture	-1	0	+1		

4.

BODY ACTIVITY					
—Effective Gestures	-1	⊖0	+1		<i>heavy pounding for a minor change offsets other gestures</i>
—No Distracting Mannerisms	-1	0	+1		
—Posture	-1	0	+1		

BODY ACTIVITY			
—Effective Gestures	-1	0	⊕1
—No Distracting Mannerisms	⊖1	0	+1
—Posture	-1	0	+1

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BODY ACTIVITY				
—Effective Gestures	-1	0	+1	
—No Distracting Mannerisms	-1	0	+1	<i>shifted weight</i>
—Posture	-1	0	+1	<i>leaned on lectern, slouched</i>

PAGE 41

VOICE				
—Variety (Speed, Pitch, Volume)	-1	0	+1	<i>rapid, breathless voice</i>
—Volume Audible	-1	0	+1	<i>dropped after first few minutes</i>
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1	0	+1	
BODY ACTIVITY				
—Effective Gestures	-1	0	+1	<i>self-conscious gestures</i>
—No Distracting Mannerisms	-1	0	+1	<i>brushed hair, shifted note cards</i>
—Posture	-1	0	+1	<i>didn't move out from lectern</i>

PAGE 45

1.

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

2.

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

AIDS			
—Needed	-1	0	(+1)
—Ready to Use	(-1)	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	(+1)
—Out of Sight When Not in Use	-1	*	(+1)
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	(-1)	*	+1
—Audible/Visible	(-1)	0	+1
—Time to Absorb	-1	0	+1
—Proper Presentation of Aid	-1	0	+1

1.

AIDS				
—Needed	-1	0	+1	
—Ready to Use	-1	*	+1	
—Out of Sight When Not in Use	-1	*	+1	
—Audible/Visible	-1	0	(+1)	
—Time to Absorb	-1	(0)	+1	
—Proper Presentation of Aid	-1	0	+1	
<i>talked too fast in explaining one slide</i>				

2.

AIDS				
—Needed	-1	0	+1	
—Ready to Use	-1	*	+1	
—Out of Sight When Not in Use	-1	*	+1	
—Audible/Visible	(-1)	0	+1	
—Time to Absorb	-1	0	(+1)	
—Proper Presentation of Aid	-1	0	+1	
<i>sound too loud</i>				

AIDS			
—Needed	-1	0	+1
—Ready to Use	-1	*	+1
—Out of Sight When Not in Use	-1	*	+1
—Audible/Visible	-1	0	+1
—Time to Absorb	-1	0	(+1)
—Proper Presentation of Aid	(-1)	0	+1

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VOICE			
—Variety (Speed, Pitch, Volume)	-1	0	(+1)
—Volume Audible	-1	0	(+1)
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1	0	(+1)
AIDS			
—Needed	-1	0	(+1)
—Ready to Use	(-1)	*	+1
—Out of Sight When Not in Use	-1	*	(+1)
—Audible/Visible	(-1)	0	+1
—Time to Absorb	-1	0	(+1)
—Proper Presentation of Aid	(-1)	0	+1

projector wouldn't work, slides not in order

room not dark enough

spoke with back to audience

PAGE 54

CONTENT			
—Followed Outline	(-1)	0	+1
—Time	-1	*	+1
—Knowledge of Presentation	-1	0	+1

PAGE 55

1.

CONTENT			
—Followed Outline	-1	0	+1
—Time	-1	*	(+1)
—Knowledge of Presentation	-1	0	+1

2.

CONTENT			
—Followed Outline	-1	0	+1
—Time	(-1)	*	+1
—Knowledge of Presentation	-1	0	+1

PAGE 56

CONTENT		
—Followed Outline	-1	0 (+1)
—Time	(-1)	* +1
—Knowledge of Presentation	-1	0 +1

PAGE 57

CONTENT			<i>unrelated material at beginning, but followed outline after that</i>
—Followed Outline	-1	0 (+1)	
—Time	(-1)	* +1	
—Knowledge of Presentation	(-1)	0 +1	

PAGE 61

- ✓ 1.
- ✓ 2.
- 3.
- ✓ 4.

PAGE 63

ROOM MANAGEMENT		
—No Distracting Elements	-1	0 (+1)
—Seating	-1	0 (+1)
—Temp/Ventilation	-1	0 +1

PAGE 64

ROOM MANAGEMENT		
—No Distracting Elements	(-1)	0 +1
—Seating	-1	0 (+1)
—Temp/Ventilation	(-1)	0 +1

Finish 9:10
 Start 8:30
 Speaking Time 40 Min.

Mr. Parker at Wrestling Banquet
 EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 (+1)		
—No Distractions	(-1) 0 +1		pipe and papers in pockets
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 (+1)		
—Established Eye Contact	-1 * (+1)		
—Maintained Eye Contact	-1 0 (+1)		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 (+1)		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	(-1) 0 +1		talked too slowly—monotone
—Volume Audible	-1 0 (+1)		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	(-1) 0 +1		clearing throat was distracting
BODY ACTIVITY			
—Effective Gestures	-1 0 (+1)		
—No Distracting Mannerisms	(-1) 0 +1		acted as if his coat were uncomfortable
—Posture	-1 0 (+1)		
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 * +1		
—Out of Sight When Not in Use	-1 * +1		
—Audible/Visible	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 (+1)		
—Time	(-1) * +1		spoke overtime
—Knowledge of Presentation	-1 0 (+1)		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 (+1)		
—Seating	-1 0 (+1)		
—Temp/Ventilation	-1 0 (+1)		

TOTAL _____

PART II: VIEW AND RATE PRESENTATIONS

Finish _____

Start _____

Speaking Time 8 Min.

Master Critique
#1 Community Nursing
EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 +1		
—No Distractions	-1 0 +1		flashy, noisy jewelry
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 +1		clearing throat inappropriate attention-getter
—Established Eye Contact	-1 * +1		excessive reading of notes
—Maintained Eye Contact	-1 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 0 +1		didn't look at audience to see evident boredom
—Answered Questions Properly	-1 0 +1		answered well, but didn't ask if she'd answered the question
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		rate much too slow; monotone
—Volume Audible	-1 0 +1		volume dropped when she lowered her head
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		cleared throat often
BODY ACTIVITY			
—Effective Gestures	-1 0 +1		counting on fingers not visible
—No Distracting Mannerisms	-1 0 +1		constant hand movements
—Posture	-1 0 +1		leaned on table
AIDS			
—Needed	-1 0 +1		
—Ready to Use	-1 * +1		should have reinforced important points by listing solutions
—Out of Sight When Not in Use	-1 * +1		
—Audible/Visible	-1 0 +1		
—Time to Absorb	-1 0 +1		
—Proper Presentation of Aid	-1 0 +1		
CONTENT			
—Followed Outline	-1 0 +1		
—Time	-1 * +1		spoke longer than allotted time
—Knowledge of Presentation	-1 0 +1		relied on notes instead of knowledge
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 +1		map in background
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL

144

Finish _____

Start _____

Speaking Time 4 3/4 Min.

Master Critique
#2 Health Mobilization Training
EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 <u>+1</u>		
—No Distractions	-1 0 <u>+1</u>		
CONTACT WITH AUDIENCE			
—Gained Attention	<u>-1</u> 0 +1		joke was a real "groaner"
—Established Eye Contact	<u>-1</u> * +1		used notes too much
—Maintained Eye Contact	<u>-1</u> 0 +1		
—Utilized Feedback (Audience reaction to speaker's presentation)	<u>-1</u> 0 +1		
—Answered Questions Properly	<u>-1</u> 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 +1		variety in pitch and volume, but spoke too fast with few pauses
—Volume Audible	-1 0 <u>+1</u>		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 +1		some "ahs" but not too bad
BODY ACTIVITY			
—Effective Gestures	<u>-1</u> 0 +1		
—No Distracting Mannerisms	-1 0 +1		pulled at collar at beginning of speech
—Posture	-1 0 <u>+1</u>		
AIDS			
—Needed	-1 0 <u>+1</u>		
—Ready to Use	-1 * <u>+1</u>		
—Out of Sight When Not in Use	<u>-1</u> * +1		didn't cover aid when finished
—Audible Visible	-1 0 <u>+1</u>		body blocked view of left side *
—Time to Absorb	-1 0 +1		didn't pause to allow note-taking
—Proper Presentation of Aid	<u>-1</u> 0 +1		talked to aid and juggled pointer
CONTENT			
—Followed Outline	-1 0 <u>+1</u>		
—Time	<u>-1</u> * +1		not long enough
—Knowledge of Presentation	-1 0 <u>+1</u>		
ROOM MANAGEMENT			
—No Distracting Elements	-1 0 <u>+1</u>		
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL _____

*A +1 rating is acceptable here, since it is hard to see this from viewing the film.

Finish _____
 Start _____
 Speaking Time 6-1/4 Min.

Master Critique
#3 Food Sanitation Programs
EVALUATION CHECKLIST

Item	Ratings	Deviation Points	Remarks
APPEARANCE			
—Clothing Suitable	-1 0 <u>+1</u>		
—No Distractions	-1 <u>0</u> +1		coat unbuttoned, tie off center
CONTACT WITH AUDIENCE			
—Gained Attention	-1 0 <u>+1</u>		
—Established Eye Contact	-1 * <u>+1</u>		
—Maintained Eye Contact	-1 0 <u>+1</u>		
—Utilized Feedback (Audience reaction to speaker's presentation)	-1 <u>0</u> +1		
—Answered Questions Properly	-1 0 +1		
VOICE			
—Variety (Speed, Pitch, Volume)	-1 0 <u>+1</u>		
—Volume Audible	-1 0 <u>+1</u>		
—No Vocalized Pauses ("Ers," "ahs," throat clearings, etc.)	-1 0 <u>+1</u>		
BODY ACTIVITY			
—Effective Gestures	-1 <u>0</u> <u>+1</u>		shaking the finger was somewhat overdone
—No Distracting Mannerisms	-1 <u>0</u> <u>+1</u>		hand in pocket
—Posture	-1 <u>0</u> <u>+1</u>		appeared at ease and moved around, but occasionally leaned on podium
AIDS			
—Needed	<u>-1</u> 0 +1		not needed; served mainly to help speaker to follow outline
—Ready to Use	-1 * <u>+1</u>		
—Out of Sight When Not in Use	<u>-1</u> * +1		should have turned projector off after showing each point
—Audible/Visible	<u>-1</u> 0 +1		screen too far to the side of room
—Time to Absorb	-1 0 <u>+1</u>		
—Proper Presentation of Aid	<u>-1</u> 0 +1		walked away from aid
CONTENT			
—Followed Outline	-1 0 <u>+1</u>		
—Time	-1 * <u>+1</u>		
—Knowledge of Presentation	-1 0 <u>+1</u>		
ROOM MANAGEMENT			
—No Distracting Element	<u>-1</u> 0 +1		placement of projector distracting; blocked view for part of audience
—Seating	-1 0 +1		
—Temp/Ventilation	-1 0 +1		

TOTAL

146